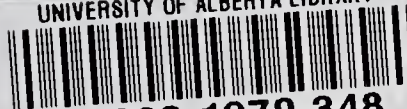


UNIVERSITY OF ALBERTA LIBRARY



0 0002 1970 348

Ex libris
UNIVERSITATIS
ALBERTAENSIS

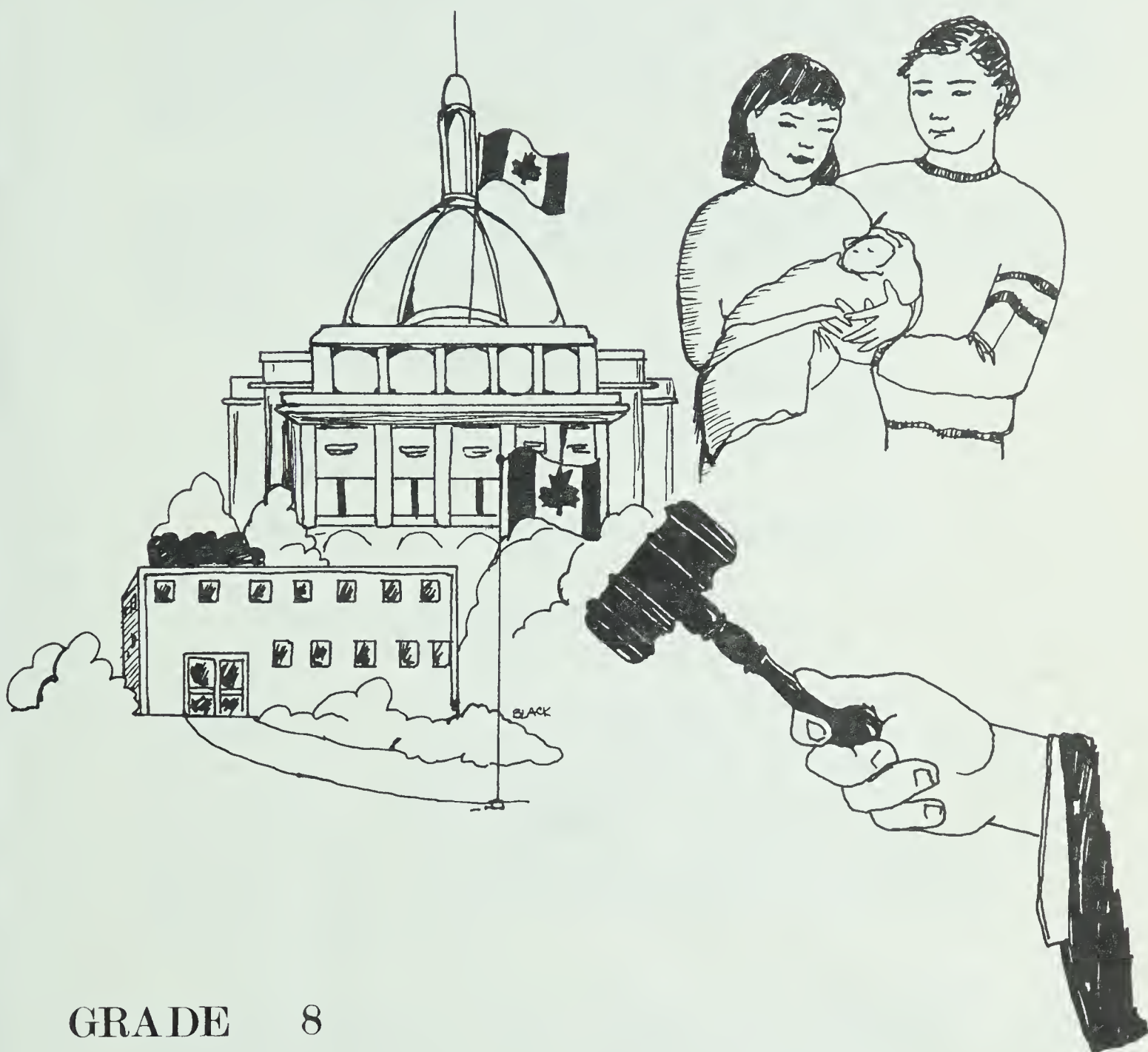




Digitized by the Internet Archive
in 2019 with funding from
University of Alberta Libraries

<https://archive.org/details/socialstudieste08unse>

How Should We Relate To Our Legal System?



GRADE 8

People and Their Institutions

TOPIC B

Canada: Development of the Individual and Institutions



Preface

When the task of revising Alberta's social studies programme drew to a close in Spring, 1978, the Social Studies Curriculum Co-ordinating Committee turned its attention to the question of how to demonstrate the intents of the revised curriculum in specific instructional terms. After considerable consultation with teachers, it was concluded that carefully designed teaching units focusing on curriculum topics would be of great help to social studies teachers seeking to implement the revised curriculum guidelines.

Specifically, the approach taken was that a number of experienced social studies teachers, consultants and university instructors were contracted by the Curriculum Branch of Alberta Education to develop inquiry units that fulfilled the following conditions:

- addressed specific value, knowledge and skill objectives for a prescribed curriculum topic;
- demonstrated the Alberta curriculum's "process of social inquiry";
- incorporated a wide range of teaching/learning strategies;
- tested out successfully in a variety of classroom situations.

This teaching unit is not prescriptive. Rather it is intended to demonstrate one way that the rationale of the Alberta curriculum can be implemented, and one way that the objectives for the curriculum topic can be attained. Review the unit, try it out and discuss it with colleagues. Keep in mind that it will serve its purpose if it helps you to become more creative in your teaching and more understanding of the goals of the Alberta curriculum and if it leaves you with a feeling of fulfillment as a social studies teacher.

Although the teaching units have been piloted, a more in-depth assessment can only be obtained from teachers and students during normal classroom usage. Therefore, the evaluation questionnaires located at the end of the teaching unit should be completed and sent to the Regional Office in your area. Thank you.

Frank Crowther
Project Director

Acknowledgements

A number of people contributed significantly to the development and production of this teaching unit. Alberta Education wishes to recognize in particular the contributions of the following people:

UNIT DEVELOPERS

Joan Engel, Calgary Public School District #19

Beverly Priftis, Calgary Public School District #19

WITH ASSISTANCE FROM

S.D. Ballsrud, David Thompson Junior High School, Calgary Public School District #19

M.E. Barbero, St. Helena Junior High School, Calgary Separate School District #1

A.N. Macdonald, Bob Edwards Junior High School, Calgary Public School District #19

P.M. Clapp

WITH SPECIAL THANKS TO

Inspectors Phil Crosby-Jones and A. Menzies, City of Calgary Police Department
L. Gander, Legal Resource Centre, Edmonton
B. Romaine, Lawyer
D. Irwin, Teacher
Professor I. Saunders, University of Calgary, Faculty of Law
S. Carscallen, Lawyer
Judge H. Litsky, Calgary
L. Taylor, law student, University of Calgary
John Howard Society
National Parole Board
Judge H. Allard, Calgary
G. Willman, Calgary Legal Guidance
K. Urquhart, D. Morris, R. Kanten (students)

PILOT TEACHERS

Bruce Gabrielle, Peter Pond Junior High School, Fort McMurray School District #2833

Wayne Gee, Ponoka Junior High School, County of Ponoka School District #3

Peter J. Thompson, Wembley School, County of Grande Prairie School District #1

PROJECT DIRECTOR	Frank Crowther, Curriculum Branch, Alberta Education
PROJECT CO-ORDINATOR	Henry Toews, Calgary Regional Office, Alberta Education
DIVISION THREE DEVELOPMENT CO-ORDINATOR	Robert Johnson, Alberta Education
PRODUCTION CO-ORDINATOR	Terry Kernaghan, Audio Visual Services Branch, Alberta Education
SECRETARIAL SUPERVISOR	Florence Poelen, Curriculum Branch, Alberta Education
CURRICULUM VALIDATORS	Tony Burley, Red Deer Joan Mueller, Edmonton Leebert Redman, Grand Centre Shirley Stiles, Edmonton Jack Langford, Fort McMurray
CONTENT VALIDATORS	Professor I. Saunders, University of Calgary, Faculty of Law L. Taylor, University of Calgary, law student
EDITOR	Dora Sklove, Edmonton
COPYRIGHTS OFFICER	Felix Cherniavsky, Edmonton

Copyright

© Alberta Education, 1979.

Every reasonable attempt has been made to obtain copyright clearances for all documentation contained in this teaching unit. The contents of the unit may be reproduced with the exception that commercial sources should be used only as directed in the text of the unit. Inquiries should be directed to:

Associate Director of Curriculum, Social Studies
Curriculum Branch, Alberta Education
3rd Floor, Devonian Building, West Tower
11160 - Jasper Avenue
Edmonton, Alberta
T5K 0L2

Copyright Acknowledgements

Alberta Education wishes to thank the following authors and publishers for permission to include their materials in this teaching unit:

Archer-Shee, Cst. T. "Crime Prevention", South Side Mirror. Calgary, Alberta: Jan. 1977.

Auden, W.H. The Unknown Citizen; Collected Shorter Poems. Reprinted by permission of Faber & Faber Limited, London.

The Calgary Herald. "Radio Buffs Form Committee to Give Police Helping Hand", March 18, 1978. "Delay Reaching Accident May Have Cost Life", April 10, 1978. "Parents Face Charge Under Town's Curfew", staff writer, Bob Shields, April 8, 1978.

The Calgary Herald. "Boy Drowns When Onlookers Refuse to Go in Polluted Water", June 5, 1978.

Canadian Press. "\$2,126 Awarded for Loss of Ear". Reprinted in the Calgary Herald, April 18, 1978.

Chicago Sun Times. Simon, Roger. "Finally Someone Stopped and Saved Her Life". Reprinted in the Calgary Herald, April 8, 19--.

Francis, Danny. "Doing Time", Canada and the World. Toronto, Ontario: February, 1975.

Harcourt, Brace & Johanovich. "The Rights of Man", Man's Governments, Social Sciences Concepts and Values Series, 1972.

Kaneko, Mitsuharu. "Opposition", The Penguin Book of Japanese Poetry.
Translated by Geoffrey Bownas and Anthony Thwaite. Harmondsworth,
Middlesex: Penguin Books, 1964. By permission of his son Inui Mori.

Kirkham, Dr. George L. "A Professor's 'Street Lessons'", FBI Law
Enforcement Bulletin, March, 1974. Washington, D.C.: United States
Department of Justice.

Legal Education Society of Alberta. "Legally Speaking". Weekly column
in the Calgary Herald, Calgary, Alberta

White, Charles A. "Sam Steele", Canada and the World. Toronto, Ontario:
February, 1975.

Table of Contents

	<u>Page</u>
A. Background of Unit	1
B. Philosophy Regarding Evaluation	3
C. Unit Goals	4
D. Unit Objectives	4
E. Flow Chart	8
F. Teacher Background for Unit Preparation	9
 PART I - OPENER:	 17
Teacher Background	18
Lesson 1 - Focusing on the Issue	19
Lesson 2 - Why We Need Laws	22
Lesson 3 - What is Law?	29
Lesson 4 - Complexity of Writing Laws	32
Lessons 5 and 6 - Lawmaking and Increasing Complexity of Law	38
Lesson 7 - Importance of Law	49
Student Handouts (See page 13 for list)	
 PART II - COMPLEXITY OF LAW	 55
Teacher Background	56
Lessons 1 and 2 - Three Levels of Government, Rule of Law	58
Lesson 3 - Optional Activity: Greek Jury System	75

	<u>Page</u>
Lesson 4 - Optional Activity: Greek Trial	80
Lesson 5 - Optional Activity: Canadian Jury System . . .	84
Student Handouts (See page 13 for list)	
 PART III - ROLES	 87
Teacher Background	88
Lesson 1 - Attitude Toward the Police	89
Lesson 2 - Contact: Youth and the Police	97
Lesson 3 - Attitude Change (Empathy)	103
Lesson 4 - Citizenship	114
Lesson 5 - Optional Activity: Lawyers - Judges	120
Lesson 6 - Informed Decision-Making	124
Lesson 7 - Citizenship	137
Student Handouts (See pages 13 and 14 for list)	
 PART IV - PARTS OF THE INSTITUTION	
Teacher Background	142
Lessons 1 and 2 - Civil Law: Small Claims Court.	152
Lesson 3 - Concept Development of Point of View.	179
Lesson 4 - The Law and You: The Stolen Vehicle.	183
Lesson 5 - "To Be Or Not To Be"...	188
Lesson 6 - Juveniles in Conflict with the Law.	193
Lesson 7 - Shoplifting and Citizenship	197
Lesson 8 - Two Juvenile Court Cases, or "Age and the Consequences".	 202

	<u>Page</u>
Lesson 9 - Prison: An Answer or a Problem?	205
Lesson 10 - Parole	209
Student Handouts (See page 14 for list)	
 PART V - CONCLUSION: Resolving The Issue	 229
Teacher Background	230
Lessons 1 and 2 - Justice, Citizenship	231
 PART VI - DECISION-MAKING AND ACTION	 235
Teacher Background	236
Lessons 1 and 2 - The Role of Influence in Deciding on a New Land	 237
Lesson 3 - Decision-Making	243
Lesson 4 - Course Evaluation	260
Student Handouts (See page 15 for list)	
 G. Bibliography	 265

Teaching Unit Evaluation by Teachers

Student Evaluation of Teaching Unit

NOTE: Pages that are termed "Student Handout" or "Student Activity Sheet" are intended for duplication. It is imperative that these particular Teaching Unit pages be neither cut nor marked so they will continue to be useful in future years.

A. BACKGROUND OF UNIT

This unit of work resulted from a combination of community and educational needs.

In October 1975, Chief Brian Sawyer of the City of Calgary Police addressed the Alberta Social Studies Conference in Red Deer. He discussed the need for education in the area of law within society and suggested social studies teachers might find this to be an area of relevance. At this time, teachers were requesting Canadian materials in the area of the law as their students seemed very confused as to the differences between Canadian and American law, particularly in light of the influence of television.

Over the past two years, many meetings were held in Calgary which increasingly drew more and more interested people. Community people included police inspectors, University of Calgary Faculty of Law students, lawyers, juvenile judges, Legal Resource Centre personnel, members of the National Parole Board and the John Howard Society.

Gradually some common areas of need for education emerged. It was decided to begin with units of work at the Grade Five and Grade Eight levels.

A notice went out to teachers, requesting volunteer writers for the two projects.

Seed funding was made available by the Programme Development Department of the Calgary Board of Education.

The teachers began by meeting with all the community resource people. Discussions at these meetings centered around specific law-related educational needs, as seen by each group. The teachers then began to draw this together into a unit of work.

When it became apparent that the unit had application beyond Calgary, the Provincial Department of Education provided funding for the project and the unit was ready for piloting in April 1978.

This project demonstrates how the community and educators can work together to provide opportunities for students to study relevant and important issues.

We are most grateful to the many interested people in the community who have willingly given of their time and energy. Our thanks also to the teachers who spent a great many hours of their own time when release time was no longer available.

B. PHILOSOPHY REGARDING EVALUATION

Evaluation should be continuous and should be an integral part of the teaching/learning process rather than a summative procedure.

The student should be able to display understanding of each concept in a variety of ways. For example: orally, in writing, completion of retrieval charts and through illustrative activities.

Evaluation procedures have been identified throughout the unit as general examples. However, classroom activities provide many more opportunities for immediate feedback.

The chart below outlines the evaluation included in this unit:

<u>Evaluation of Student Progress</u>			<u>Marks</u>
<u>Part I: Opener</u>			
Lesson 7	Paragraphs		10
<u>Part II: Complexity of Law</u>			
Lessons 1 & 2	Data from reading: Definition and examples		20
<u>Part III: Roles</u>			
Lesson 7	Evaluation Instrument		25
<u>Part IV: Parts of the Institution</u>			
1. Lessons 1 & 2	Participation - Groups		10
2. Lesson 10	Evaluation Instrument		20
<u>Part V: Conclusion</u>			
Lessons 1 & 2	Points/Paragraphs		15
<u>Part VI: Decision-Making and Action</u>			
1. Lesson 3	Assignment Sheet		5
2. Lesson 3	Evaluation Instrument		20
3. Lesson 4	Student Evaluation of Course		--
			<hr/>
			125

C. UNIT GOALS

1. To provide for student decision-making regarding citizenship.
2. To promote student understanding of society and its system of law and the relationship between law and effective citizenship.
3. To clarify personal attitudes, values and perceptions regarding the law and our legal system.
4. To promote a decision-making process in which students identify alternatives and consequences.
5. To promote student ability to reason about one or more issues involving relationships of people and the legal institution.
6. To promote student understanding of the forms of influence that individuals might use to change the legal institution.

D. UNIT OBJECTIVES

1. VALUE OBJECTIVES

Students shall develop personal growth in the following value-related areas:

- (a) An understanding of values underlying the Canadian legal system, such as justice, individual freedom, social control.
- (b) An appreciation for the diverse ways in which feelings, attitudes, values, beliefs and actions are influenced by the legal system.
- (c) An ability to use knowledge of the legal system to decide to

what extent the individual should use alternative ways to deal with conflict.

- (d) An understanding of the relationship between societal values and legal systems.

2. KNOWLEDGE OBJECTIVES

Students shall acquire information to develop interpretations of the following concepts and generalizations:

(a) Social Change

- (i) The legal system represents a change in the role of law, from authority control (power), to rule of law.
- (ii) The law changes continually as our technology and way of life changes.
- (iii) Understand that law is not a static system but rather is an institution that responds to individual people and situations.

(b) Perspective

One way that citizenship can be viewed is in terms of the rights and responsibilities defined in the legal system.

(c) Institution

The interdependence of the parts of the legal institution encourages a continuing search for equitable procedures to achieve justice for all.

(d) Influence

A variety of forms of influence are available to and used

by individuals to create changes desired in legal institutions.

3. SKILL OBJECTIVES

Students shall develop proficiency in all skill areas, including the following specific skills:

(a) Inquiry Skills

- (i) Paraphrase the issue in terms of key concepts (legal system, law, institution, rule of law).
- (ii) Formulate research questions to explore the relationship between the individual and the legal system.
- (iii) Read and interpret case studies to detect trends in relation to the legal system.
- (iv) Infer reasons for varying perspectives about the legal institution and how it should operate.
- (v) Deduce logical conclusions based upon legal case studies.
- (vi) Predict consequences in situations where individuals respond to personal moral standards rather than the expectations of the legal institution.
- (vii) Develop a plan of action concerning the curfew law or other social issue.
- (viii) Decide on taking a personal stand regarding the role of the citizen.

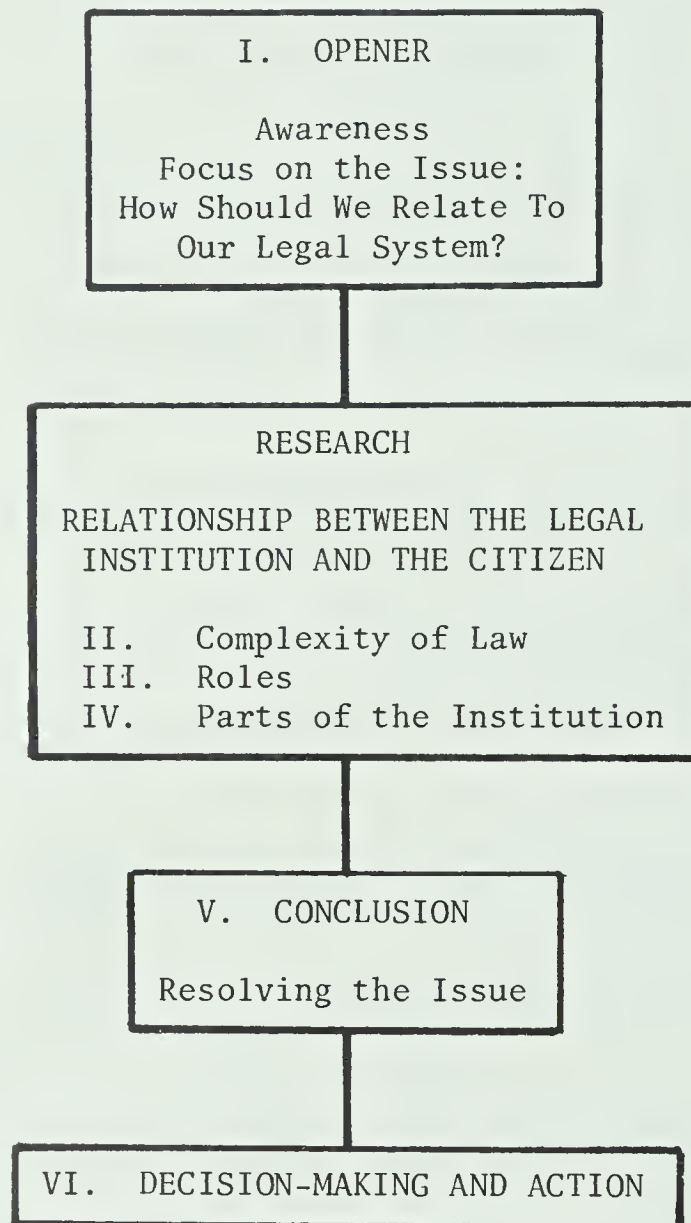
(b) Participation Skills:

- (i) Support ideas logically with regard to ways in which the citizen could effect change in the legal institution.
- (ii) Listen to ideas of others about ways in which individuals can sustain positive relationships with the law.

- (iii) Negotiate to obtain support for a personal or class stand on the social issue of curfew.
- (iv) Assist in a group project to create an appropriate law in the area of curfew.

E. FLOW CHART

HOW SHOULD WE RELATE TO OUR LEGAL SYSTEM?



F. TEACHER BACKGROUND FOR UNIT PREPARATION

While this unit of work is very detailed, it is anticipated that teachers will adapt the programme to meet the needs of their students.

The success of the unit will be in large part determined by the amount of direct student involvement and the organizational work done by the teacher.

There are several concepts developed throughout the unit and the teacher's role in carrying the purposes of each section through to the next section is very important.

Some suggestions and techniques follow:

1. Begin collecting newspapers and/or cut out law-related items and begin categorizing them as indicated on page 16, Diagram B.

When students begin to work they may do the same thing and they may require your assistance. Throughout the unit, students finishing assigned work early could organize the class charts and clippings.

2. Read the complete unit and identify any audio-visual resources you wish to order.

3. Identify community and school resources, including speakers.

It is recommended that if speakers are brought in, they become part of a particular lesson and that students learn from the speakers in a structured manner.

Suggested speakers:

- (a) University people from the following areas:
 - (i) Law Faculty (law students are sometimes available and work well in a mock trial situation)
 - (ii) Sociology
 - (iii) Political Science
 - (b) Police
 - (c) Lawyers (can be contacted through the Lawyers' Referral Service)
 - (d) National Parole Service
 - (e) Legal Resource Aid Centre
 - (f) Judges
4. Classroom charts are very important. Newsprint is good for these and is large enough. Set up blank charts on the wall. See suggestions on page 16.
- (a) Generalizations We Have Learned/Questions We Have (ongoing).
- NOTE: Teachers of this unit are not expected to have substantive legal knowledge. As questions arise, have students place them on the wall chart under the heading "Questions We Have". The answers can be found through speakers and research.
- (b) Newspaper clippings - see suggestions on page 16.
5. The student's data book is important. It could be kept in a binder and divided into five sections: e.g., Law, Citizenship, Justice, Levels of Government and General. Another method

would be to have students maintain an accordion file folder of their materials (or a series of file folders stapled together). Another format could be a daily diary, dated and including all information gleaned from each class session.

This information should be used at the end of each section of the unit. It will provide a constant reminder of what the unit is about and will be a means of ensuring continuity.

6. This unit of work culminates (Part VI) in decision-making and social action on an issue of relevance and interest to students. The teacher might begin to watch for a particular issue for this section instead of using the one suggested in this unit (curfew).
7. Field trips can be very effective. However, there are a few cautions:
 - (a) Provincial and Small Claims Courts can sometimes be visited, but by small groups - not a total class. Sometimes judges are willing to speak to a small group before and again after a case, but this must be arranged ahead of time.
 - (b) Juvenile Court is, of course, a closed court. Mock trials and role-playing should be done in the classroom before a field trip so students will know what to look for.

NOTE: When arranging for a field trip for your class:

- (a) check with your principal as to what arrangements should be made, prior to a field trip, concerning school board regulations.
- (b) phone to make the arrangements in advance.
- (c) arrange for transportation.

8. Many opportunities exist for posing moral dilemmas. Teachers interested in this kind of study might wish to investigate the work of Lawrence Kohlberg, or the British Schools Council work in Moral Education. The kit Lifeline, Argus Communications, would provide excellent enrichment work for this unit (see Bibliography, pages 265 to 272).
9. Six areas have been identified in this unit. It is hoped that these areas will stimulate other work. Teachers may wish to spend more time in some areas and less in others. The unit is meant to take ten weeks based on five forty-minute periods per week.
10. As you work with the concept of law, the following may be of assistance:

The following statements are not paradoxes but are complementary features of a legal system that balances and protects social interests.

Law is both stable and changing. Law protects individuals from coercion and at the same time it coerces. Law gives us freedom and at the same time it takes away, or at least limits, our freedom. Law is independent of man (we are a government of law and not men) and at the same time it is dependent on man for legislation enforcement and adjudication. Law reflects or mirrors society, but at the same time, it affects and changes society.

11. Materials Blueprint for One Class

Quantity (Number
to be duplicated)

PART I: Opener

Pre-Post Test (Student Handout 1-1, p.25)	1 class set
Game Sheet (Student Handout 1-2, p.27)	1 class set
Island Picture (Student Handout 1-3, p.36)	1 class set
Rights - Freedoms (Student Handout 1-4, p. 37)	1 class set
Pictures (Student Handouts 1-5 to 1-10, p.42-47)	10 sets of 6 pictures
Laws of Yesterday and Today (Student Handout 1-11, p.48)	1 class set
Traffic (Student Handout 1-12, p.53)	1/2 class set
Hockey (Student Handout 1-13, p. 54)	1/2 class set

PART II: Research - Complexity of Law

Sam Steele (Student Handout 2-1, p.65-68)	1 class set
The Rights of Man (Student Handout 2-2, p.69)	1 class set
Municipal Council (Student Handout 2-3, p.70)	1/3 class set
Provincial Legislature (Student Handout 2-4, p.71)	1/3 class set
Federal Parliament (Student Handout 2-5, p.72)	1/3 class set
The Greek Jury System (Student Handout 2-6, p.78)	1 class set
Crime Sheet (Student Handout 2-7, p.79)	1 class set
Legally Speaking (Student Handout 2-8, p.86)	1 class set

PART III: Research - Roles

Pictures (Student Handouts 3-1 to 3-3, p. 93-95)	10 sets of 3 pictures
Retrieval Chart (Student Handout 3-4, p. 96)	1 class set
Another Man's Shoes (Student Handout 3-5, p.113)	1 class set
The Unknown Citizen (Student Handout 3-6, p.116)	1 class set
Opposition (Student Handout 3-7, p.117)	1 class set

Apathy (Student Handout 3-8, p.118-119)	1 class set
Newspaper Articles (Student Handouts 3-9 to 3-13, p.130-134)	10 sets of 5 articles
The Crime (Student Handout 3-14, p.135-136)	1 class set

PART IV; Research - Parts of the Institution

Cases in Small Claims Court (Student Handout 4-1, p.156)	1 class set
The Blind Men and the Elephant (Student Handout 4-8, p.181-182)	1 class set
The Stolen Vehicle I (Student Handout 4-9, p.186)	1 class set
The Stolen Vehicle II (Student Handout 4-10, p.187)	1 class set
John (Student Handout 4-11, p.190)	1 class set
The Police Officer's Power to Arrest (Student Handout 4-12, p.191-192)	1 class set
Case No. 2 (Student Handout 4-13, p.195)	1 class set
Activity: Rules Affecting Juveniles (Student Handout 4-14, p.196)	1 class set
News Article (Student Handout 4-15, p.200)	1 class set
The Role of a Friend (Student Handout 4-16, p.201)	1 class set
"The Thirteen-Year-Old" and "The Fifteen-Year-Old" (Student Handout 4-17, p.204)	1 class set
"Doing Time" (Student Handout 4-18, p.207)	1 class set
The Parole Board (Student Handout 4-19, p.218)	1 class set

Optional

Instructions for Use of the Small Claims Court (Student Handout 4-2, p.161)	1/2 or 1 class set
Case No. 1: Suds vs. Tightwad (Student Handout 4-3, p.167)	1 class set
Claim (Student Handout 4-4, p.169, 2 pages)	1 or 2 copies
Summons (Student Handout 4-5, p.171, 4 pages)	1 copy
Subpoena (Student Handout 4-6, p.175)	1 or 2 copies
Certificate of Judgement (Student Handout 4-7, (p.177)	1 or 2 copies

As Desired

Pardon (Student Handout 4-20, p.219)	
Application for Pardon (Student Handout 4-21, p.221)	
Conditions of Parole (Student Handout 4-22, p.223)	

PART V: Conclusion

PART VI: Decision-Making and Action

Black Island Simulation (Student Handout 6-1, p.242)	1 class set
Assignment Sheet (Student Handout 6-2, p.247)	1 class set
Course Evaluation (Student Handout 6-3, p.261)	1 class set
Pre-Post Test (Student Handout 1-1, p.25)	1 class set

NOTE: YOU WILL LIKELY WANT TO RETRIEVE MANY OF THESE HANDOUTS AFTER THEY HAVE SERVED THEIR PURPOSE. IT SHOULD NOT BE NECESSARY TO DUPLICATE ALL OF THEM EVERY TIME THE COURSE IS TAUGHT.

CONSTRUCT WALL CHARTS

DIAGRAM A. Large sheets of paper

Questions We Have	Generalizations We Have Learned
<p>Students write questions in as they arise.</p> <p>e.g., Why do courts sometimes have juries and sometimes just a judge?</p>	<p>Students place statements on here as class develops them.</p> <p>e.g., The larger the society, the more laws needed.</p> <p>Laws keep changing.</p>

DIAGRAM B. Newspaper Clippings

Municipal		Provincial		Federal	
Civil	Criminal	Civil	Criminal	Civil	Criminal

newspaper clippings, articles

PART I

Opener

TEACHER BACKGROUND

The purpose of the first lesson is to focus on the central issue, "How Should We Relate To Our Legal System?" and to **raise questions to guide class inquiry into the issue.**

The issue and the questions raised should be placed on a large wall chart and room should be left for the addition of further questions as they are raised. The initial research questions will likely be broader than subsequent questions, so they might be done in a different colour felt pen. At the conclusion of the whole unit, the class will return to these major questions and attempt to come to a decision on the issue.

The purpose of the remainder of this section is to motivate students to inquire into the role that law plays in our society.

Students will attempt to draw up a working definition of "law" and then through a series of simulations and activities will consider why laws are needed. Many questions should arise. These questions should be noted on the wall chart throughout the unit, so students are encouraged to carry out research in a variety of areas.

At the end of Part 1, students should begin to consider the role of the citizen. Each part should lead students to some generalizations about the citizen's responsibilities and rights.

In order that students understand the purpose of each lesson, it is recommended that the teacher discuss this as each lesson commences..

LESSON 1

TOPIC

Focusing on the Issue

PURPOSE

To introduce the central issue and raise research questions for inquiry.

OBJECTIVES

Skill

- (a) Formulate research questions arising from the issue.
- (b) Paraphrase focus questions and the issue.

MATERIALS

Chalkboard

PROCEDURE

1. Read the following bulletins to the class as though they were on a radio broadcast.
 - #1 1933 - Three muggers attacked Shirley Smith on a busy city street today and grabbed her purse. A younger man attempted to stop one of the muggers, but the three muggers jumped into a taxi. Determined, the young man stood in front of the taxi. A crowd gathered and surrounded the cab and threatened the muggers. Police arrived and rescued the three from the angry crowd.
 - #2 1979 - At about 10:15 a.m. this morning, a masked robber took \$7,800 from the Bank of _____. A witness describes his action. "I saw him, but I couldn't identify him. Besides, I don't want to get involved". Joan Wingle, a close witness, was too hysterical to give evidence and she also appeared to be afraid. Police investigations are being hampered by the reluctance of witnesses to become involved.

2. Place the following situation on the chalkboard or read it aloud and ask students to respond individually in writing.

You are on your way home from a party. As you pass your neighbour's house, you notice the shadow of a person kneeling by a basement window. What do you do?

3. Gather the students' answers on the chalkboard. Get as many alternatives of action as possible.
4. After the class has exhausted all possibilities, go over each one and ask students to hypothesize the consequences of each action.
5. By a show of hands, have the students respond to the questions:
 - (a) How many of you think it is better not to get involved?
 - (b) How many of you think a person should get involved?
6. Probe for reasons for their decisions. These reasons should bring up references to the police and laws.
7. (a) Pose the following questions in order to bring students to the consideration of the major issue of the unit:
 - (i) What is the job of a policeman?
 - (ii) Can the ordinary citizen do the same thing as a policeman?(b) Put these questions on the chalkboard as you discuss each one:
 - (i) What is a law?
 - (ii) What are the benefits for us of having laws?
 - (iii) Where did our present laws come from?
 - (iv) Have laws always been the same?

- (v) Does having laws ever make problems for us?
- (vi) Who decides what will become a law?

8. Suggest to students that their ideas seem to centre around the following issue:

"How Should We Relate To Our Legal System?"

You may decide that until the concept of "legal system" has been developed, it may be better for your class to discuss the question "How Should We Relate To The Law?"

9. Put the six major questions from procedure 7 and the value issue on the wall chart, leaving room for the addition of other questions as students raise them throughout the unit.

LESSON 2

TOPIC

Why We Need Laws

PURPOSE

1. To introduce the students to the notion of the need for laws and to arouse their curiosity about the unit of work,
2. To test their knowledge and attitudes about law before any teaching commences.

OBJECTIVES

1. Value

Support a personal meaning of law.

2. Knowledge

Identify problems encountered in making new laws.

3. Skill

(a) Read, analyze and speak about the concept of law.

(b) Problem-solve, defending the position and modifying solutions as more data is available.

MATERIALS

1. Student Handouts: 1-1, Pre-Post Test (p.25-26) Class set.
1-2, Game Sheet (p.27-28) Class set.
2. Crayons, felt pens, poster paper, newspapers, magazines, law-related pictures (traffic signs, police, courts, etc.).
3. Game equipment: balls, bean bags and hula hoops; or erasers, pencils, paper clips and rulers.

PROCEDURE

1. Students should complete the Pre-Post Test and hand it in to the teacher to be kept until the end of the unit. Be sure their names are on it.
2. Students will now take part in a game, either in the gymnasium or the classroom. If the classroom is chosen, the game materials would be erasers, pencils, paper clips, etc. If the gym is used, materials could be balls, bean bags and hula hoops.
3. Taking one item, each student is to devise a game which can be played by one person and play the game. This game MUST be a new one made up by the student.
4. Each student should pick up a copy of the Game Sheet and in Section 1A briefly explain the game.
5. Have several students tell the class about their game. As they mention any laws or rules, the teacher should point these out as a matter of interest.
6. Students should again refer to their Game Sheet and in Section 1B, note any problems they had in creating their game. (The teacher should also note any rules in their game and why they do or do not have rules. Do not bring this to the attention of the students or they will tend to create rules to please the teacher.)
7. Working in small groups of three or four, students should now create another new game. This could be a combination of their previous games, or a NEW game (NO CONTACT GAMES). Allow time for the game to be played.

8. Referring again to their Game Sheet, students should individually outline in Section 2A, the game devised by the group.
9. Students should either tell the class about their game or teach it to another group. As the games are being shared, the teacher could ask a question(s) of the groups, such as:
 - (a) How does someone win?
 - (b) Is a score kept? Who keeps it?
 - (c) What problems did you have creating your game?
 - (d) Does everyone in the group know the rules?
 - (e) What happens to people if they cheat?
 - (f) How did setting up this game differ from the first time?
10. Students should now complete Section 2B of their Game Sheet and discuss the increased number of rules.
11. Students work together as two groups or as a total class and repeat the procedure of creating a game and playing it.
12. A class discussion will bring up the notion of the need for someone to settle disagreements. A comparison can be drawn between the game and its rules and society and its laws.
13. Students could write brief answers to the following questions:
 - (a) Why does our society need laws?
 - (b) What problems do people encounter in creating laws?

Student Handout 1-1

Name: _____

Class: _____

PRE-POST TEST

Place an "X" in the column that expresses your opinion.

SA - Strongly Agree

A - Agree

NO - No Opinion

D - Disagree

SD - Strongly Disagree

		SA	A	NO	D	SD
1.	Special people should be trained to make the laws for our country as most people do not know enough about the law.					
2.	Most laws are made to punish people for doing something wrong.					
3.	Canadian law is just about the same as the law in the United States.					
4.	Canada's laws are based upon our written constitution.					
5.	Rule of Law means that a good citizen must obey all laws without question.					
6.	Courts in Canada are controlled by the government.					
7.	When people are arrested the police must read them their rights.					
8.	When juveniles break the law, they can be tried in adult court.					
9.	I should obey the law because some day it will help me.					
10.	Since so many laws have been made in the past we do not need to continue making more.					
11.	If you wish to use the court system, it is always necessary to get a lawyer.					
12.	If a friend of yours commits a crime and you are there but say nothing, you are equally guilty in the eyes of the law.					

		SA	A	NO	D	SD
13.	When deciding on a sentence, the judge must follow the written law exactly.					
14.	Laws have not changed much since early times.					
15.	Laws reflect the values of society.					
16.	Prison is not such a bad place with free room and board and television in every room.					
17.	I should obey the laws because people approve of them and they will not like me if I break the law.					
18.	We can learn a lot about Canadian law by watching television.					
19.	Canada's laws are all made in Ottawa.					
20.	Policemen spend 90% of their time picking up criminals.					
21.	Most cases heard by judges are criminal cases.					
22.	Law should be left to the lawyers.					
23.	Laws prevent us from doing things that we want.					
24.	Laws do not affect me.					
25.	Arguments between people are undesirable.					
26.	Laws give us freedom.					
27.	Laws are the "rules of the game".					
28.	Laws are needed to protect everyone.					
29..	In an argument, people should try to see the other person's point of view.					
30.	Young people who break laws should have to spend time in gaol.					
31.	Any good leader should be very strict until people under him respect him and follow him.					
32..	The most important thing for young people to learn is absolute obedience to all laws.					

G A M E S H E E T

1A. Explain Your Game

1B. Problems in Creating Your Game
Rules in Your Game

G A M E S H E E T

2A. Explain Your Group Game

2B. Problems in Creating Your Game
Rules in Your Game

LESSON 3

TOPIC

What Is Law?

PURPOSE

1. To assist students to develop a working definition of "law" and to realize that there is no single acceptable meaning.
2. Students are to identify laws as they affect their personal lives.

OBJECTIVES

1. Value

Support a personal meaning of law.

2. Knowledge

List various reasons for different types of laws existing.

3. Skill

- (a) Read, analyze and speak about the concept of law.
- (b) Problem-solve, defending the position and modifying solutions as more data is available.

MATERIALS

1. Crayons
2. Felt pens
3. Poster paper
4. Magazines

PROCEDURE

1. Explain to students that they are to set up a data book. (See Teacher Background for Unit Preparation, #5, p. 10).
2. Working in small groups, students create posters demonstrating the concept of "law", or working as a class, create a mural. Discuss results.
3. Individually, students write a few statements expressing in their own words their understanding of "What is law?". Students should retain this in their data books in the section "Law".
4. Working in their data books students should list ten laws that they live with at home, ten at school and ten in their community. Beside each law they should explain the reason for it.
5. A class discussion should centre around those laws that were identified most often by the students.

Questions for consideration might be:

- (a) What do these laws have in common?
- (b) Why did we select these laws and not other laws? (i.e., distance from our personal lives).
- (c) Are the laws we selected the most important ones in our society?
- (d) What do these laws tell us about the purpose of law?
- (e) Are there some laws that are more commonly broken than others? (littering, jaywalking, buying cigarettes) Why? Why do such laws exist?

6. The class should now attempt to reach a consensus on a working definition of law. Some of the following will likely come up during the discussion:
 - (a) A set of rules to preserve order, solve conflicts and keep the peace.
 - (b) All of the rules to which people in any society conform.
 - (c) The rules that define people's rights and responsibilities.
 - (d) Law is a means of social control.
 - (e) Law is duties people have.
 - (f) Law defines people's relationships to things and to other people.
 - (g) Law tells us what acts not to perform (stealing, kidnapping).
 - (h) Law also requires us to do something (obtaining a driver's licence, paying taxes, etc.).
 - (i) Laws protect us.
8. Compare this definition with the one in your data book. How is it similar? Different?

LESSON 4

TOPIC

Complexity of Writing Laws

PURPOSE

1. To help students begin to understand the complexity of law and the difficulty in creating law.
2. To examine the opposing values of personal freedom/social control.

OBJECTIVES

1. Value

Examine the competing values of personal freedom versus group welfare.

2. Knowledge

- (a) Identify problems encountered in making new laws.
- (b) Demonstrate a knowledge of and need for criteria for evaluating rules/laws.
- (c) List various reasons for the existence of different types of laws.
- (d) Identify dual rights and responsibilities of:
 - (i) parent - child
 - (ii) teacher - student
 - (iii) citizen - government
 - (iv) friend - friend

MATERIALS

1. Student Handouts: 1-3, Island Picture (p.36)
1-4, Rights-Freedoms (p.37)
2. Chalkboard - questions.

PROCEDURE

1. Discuss what an island environment might be like.
2. Working individually or in pairs and using the Island Picture (Student Handout 1-3) have students answer the following questions on the chalkboard. Remind them they are to answer the same questions twice - once for Black Island and once for Blue Island. Introduce the concepts: freedom, security and order. Clarify these terms with the class.
 - (a) What laws are necessary to ensure freedom?
 - (b) What laws are necessary to ensure security?
 - (c) What laws are necessary to ensure order?
 - (d) What laws have to be made to provide for and protect physical needs (food, shelter, clothing)?
 - (e) What arrangements would have to be made for living and working together?
 - (f) How would arguments be handled?
 - (g) What laws would be necessary to make life pleasant?
3. A class discussion should centre around the difficulties of making suitable laws.
4. Give the students "Rights - Freedoms" (Student Handout 1-4) and

have them answer the questions, Discuss their answers, allowing for a variety of solutions. During the discussion lead students to identify two basic characteristics of a "good" law.

- (a) It must control conduct - that is, it must be workable in real life.
- (b) It must be based on values shared by the greatest number of those it affects.

OPTIONAL ACTIVITY

Have students hypothesize the dual responsibilities and rights of:

- (a) parent - child
- (b) teacher - student
- (c) employer - employee
- (d) citizen - government
- (e) friend - friend

Examples

- (a) parent - child

Question: What responsibilities do parents have toward children?

- (i) clothes
- (ii) food
- (iii) shelter
- (iv) love
- (v) etc.

Question: What rights do parents have?

- (i) obedience
- (ii) respect
- (iii) etc.

Question: What responsibilities do children have toward
parents?

- (i) obedience
- (ii) respect
- (iii) love
- (iv) chores (as suggested by the class)

Question: What rights does a child have?

This may lead to research and discussion on children's
rights.

Student Handout 1-3

THE FOLLOWING IS AN EXAMPLE OF BASIC RIGHTS IN CONFLICT

Study each island carefully; then answer the following questions.



RIGHTS - FREEDOMS

The following is an example of basic rights coming into conflict. The students are presented with a situation, and they must resolve it to the best of their ability, and to the satisfaction of the majority.

On Black Island, Bill and Don are next-door neighbours. Bill turns on his transistor radio to his favourite station and turns up the sound loud enough for his satisfaction. Don, who lives next door, finds Bill's taste in music distracting and too loud. Don goes over and complains to Bill. Bill says that Don has no right to interfere with his freedom to listen to the radio. Don says that Bill has no right to disturb the neighbourhood and to interfere with his rights to peace and quiet.

Your task is to solve the dispute between Bill and Don.

1. State briefly what problem exists in the story.
2. How would you solve this problem?
3. Should Bill's rights (freedom to play the radio) prevail?
4. Should Don's rights (for peace and quiet) prevail?
5. Who should decide? (Remember where the problem is taking place.)
6. Make a law to solve the argument.
- *7. Would the law satisfy your classmates?
8. Would your law satisfy 2,000,000 Albertans?
9. What does this situation tell you about why laws are made?

*Question 7 can be tested very quickly in class by a show of hands as you present your law.

Remember that a good law has two basic characteristics:

1. _____
2. _____

LESSONS 5 and 6

TOPIC

Lawmaking and Increasing Complexity of Law

PURPOSE

To involve students in creating laws for specific situations (such a process involves students in problem-solving, defending their positions and modifying their solutions as more data becomes available).

OBJECTIVES

1. Value

Demonstrate a willingness to become actively involved in creating appropriate laws for given situations.

2. Knowledge

- (a) Identify problems encountered in making new laws.
- (b) Understand that laws are often a response to new technology.

3. Skill

- (a) Read, analyze and speak about the concept of law.
- (b) Problem-solve, defending the position and modifying solutions as more data is available.

MATERIALS

- 1. Student Handouts: 1-5, p. 42 (picture); 1-8, p. 45 (picture);
1-6, p. 43 (picture); 1-9, p. 46 (picture);
1-7, p. 44 (picture); 1-10, p. 47 (picture).

Duplicate ten sets of the above six Student Handouts.

2. Student Handout: 1-11, Laws of Yesterday and Today (p.48)

PROCEDURE

1. Working in small groups (two or three students) or individually, students examine the six drawings and for each one list at least five laws that would preserve order, resolve conflict, maintain rights, responsibilities and provide for safety. These terms should be clarified with the class before they begin to work with them. The students should list one law for each category.
2. Have groups share their laws and defend them if challenged.
3. Have them watch for misinterpretation or a variety of interpretations of a law.
4. With reference to the laws developed for hang-gliding, you may wish to read the following adapted newspaper article and ask students which of their laws would have prevented this.
5. Debrief the activity by relating it to the complexity of such areas of law today as: family law, environmental law, consumer law, etc. You might also note the two major divisions of law: civil and criminal.
6. Pass out Student Handout 1-11 and have students answer the questions. Discuss. This may be put under the "Law" section in their data books.

JURY WANTS MANDATORY HANG-GLIDING SAFETY RULES

A coroner's jury recommended introducing government-enforced safety standards for hang-gliders after an inquest Tuesday into the death of a Calgary man.

"It's time we got the government off their backsides", a judge told the inquest after hearing there are no Canadian standards for kite construction and no requirements for would-be pilots to take lessons before they launch themselves off a mountain-top.

The jury asked for improved Canadian Standards Association-sanctioned harnesses which would hold even an unconscious person to the kite and which would be required at all times.

Also recommended was that Ministry of Transport recommendations for safety procedures now sent to members of the Hang-gliding Association of Canada be enforced as regulations and that all existing kites be CSA-approved.

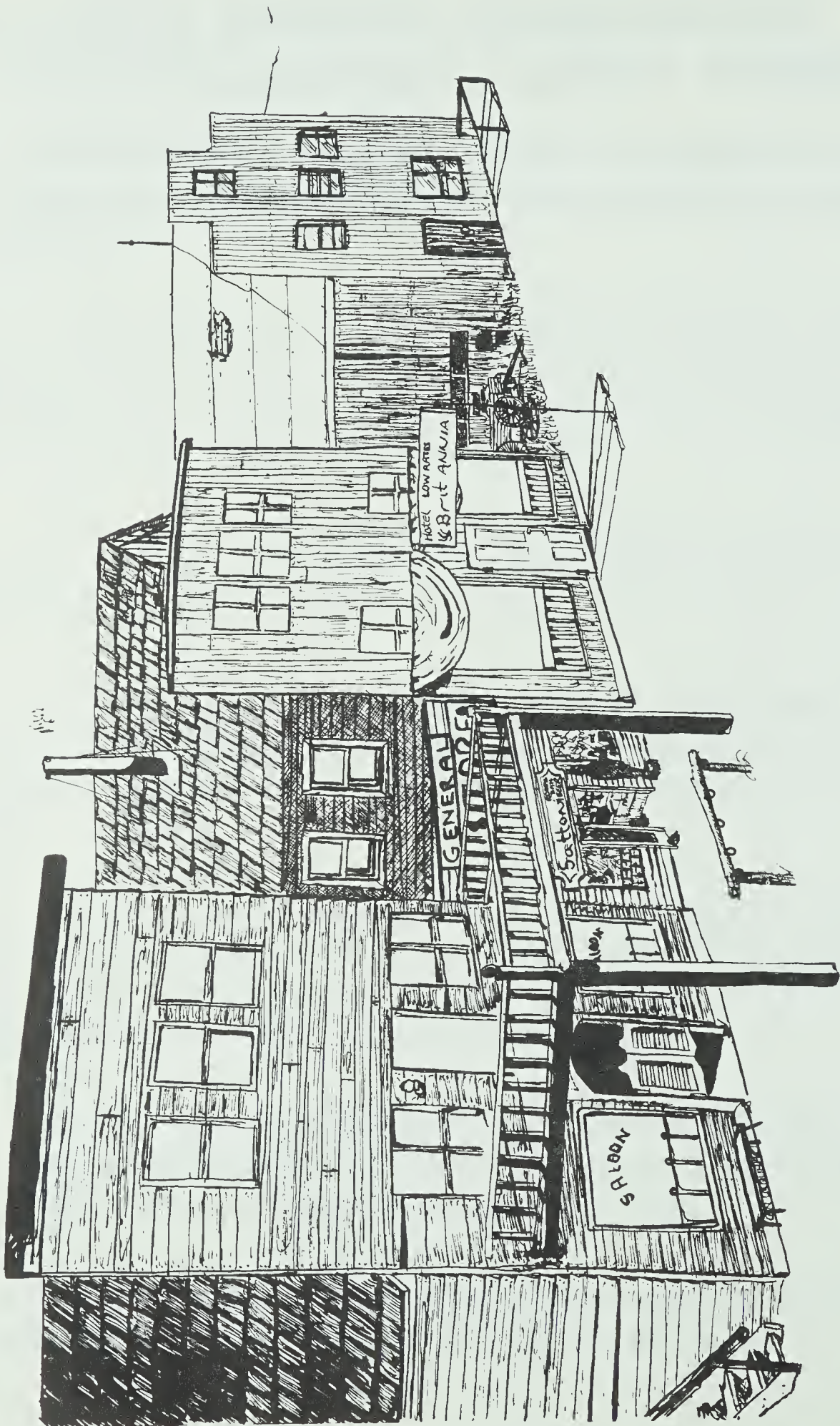
Witnesses of the death of the man, who fell from his hang-glider May, 1976, when he was flying eight kilometres west of Calgary, said the victim was between 20 and 25 meters off the ground when he apparently slipped backwards out of his safety harness.

The director of the provincial and national hang-gliders' associations, a glider manufacturer and a teacher of the sport, told the jury he watched the entire flight from takeoff to crash.

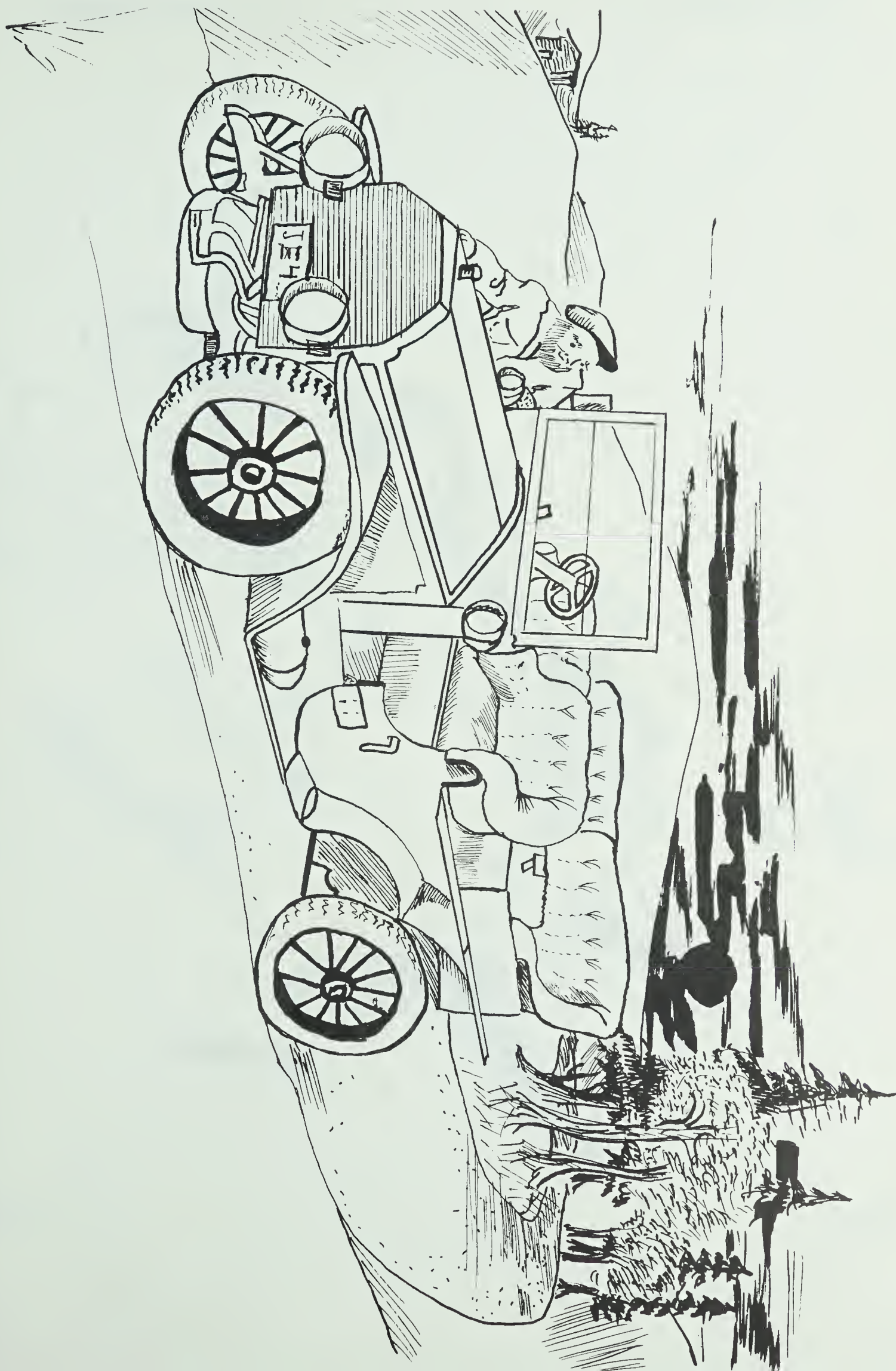
He said the man, an experienced, well-rated pilot, was coming in for a landing when he let go of the control bar and fell.

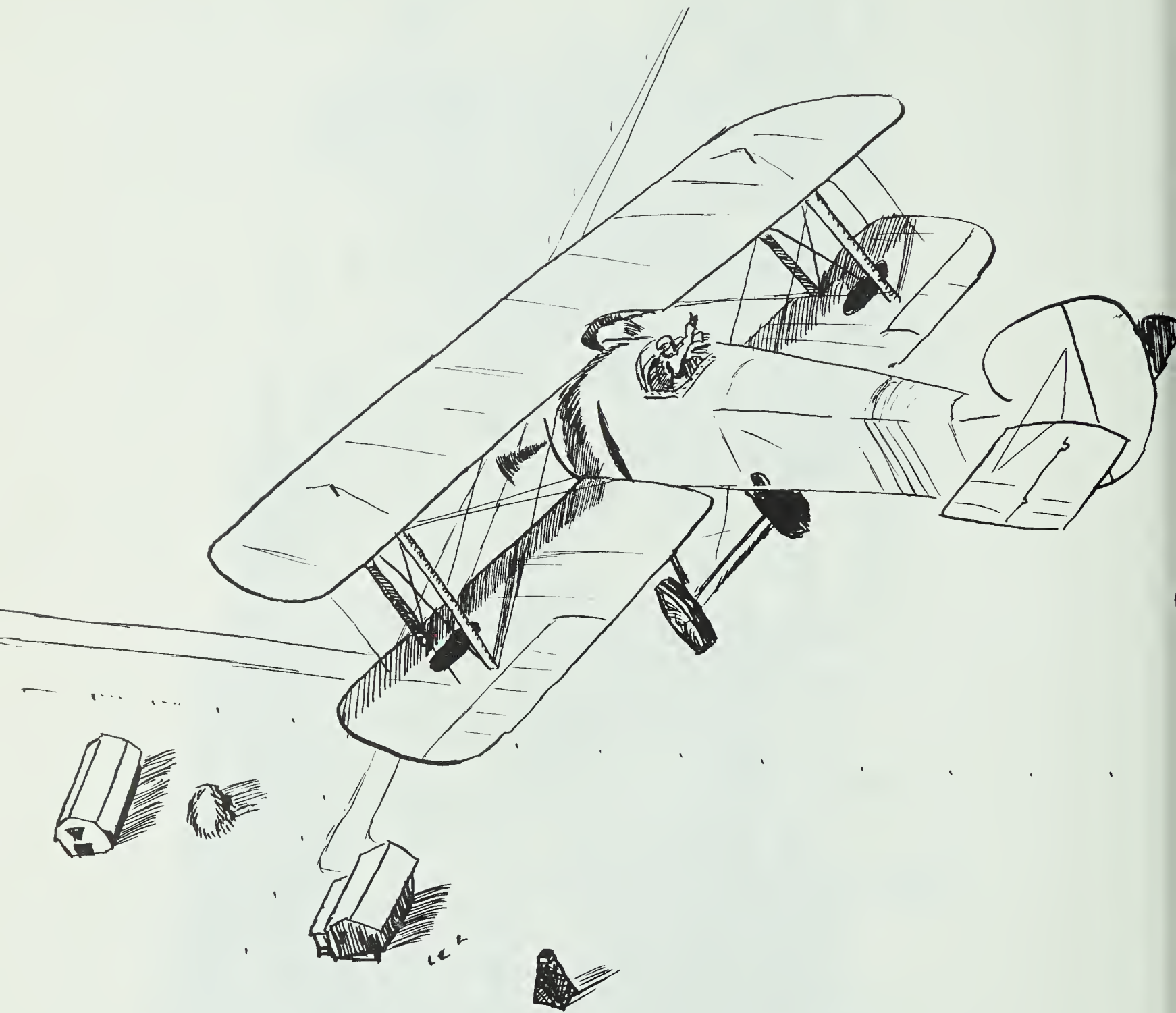
The provincial coroner told the court there was little external injury to the body.

According to the autopsy results, the man died "virtually instantaneously" from lacerations of the heart due to a closed chest injury.



Student Handout 1-6



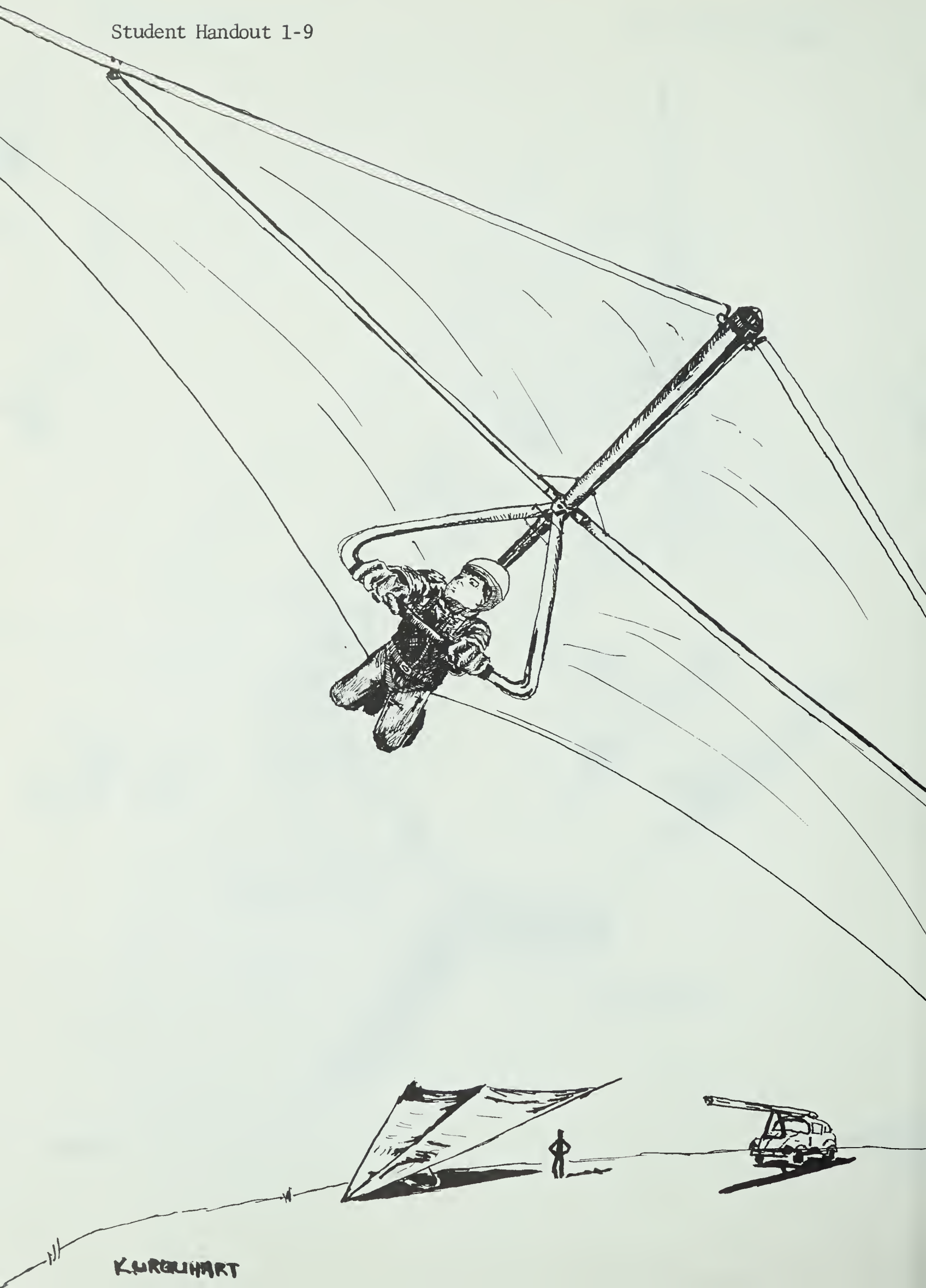


KEN URBANART 77

Student Handout 1-8



C. F. F. F.



Student Handout 1-10



LAWS OF YESTERDAY AND TODAY

- (1) What objects, people, labels, etc. are shown?
- (2) What does the man in the cartoon represent?
- (3) What is used to represent the laws of yesterday?
- (4) What is used to represent the laws of today?
- (5) What message is the cartoonist trying to get across?



LESSON 7

TOPIC

Importance of Law.

PURPOSE

To reinforce why laws are needed and to demonstrate what life might be like if certain laws did not exist.

OBJECTIVES

1. Value

Demonstrate a willingness to explore the need for establishing rules and laws.

2. Skill

- (a) Read, analyze and speak about the concept of law.
- (b) Hypothesize what might happen in a given situation if no laws existed.

MATERIALS

Student Handouts: 1-12, Traffic (p.53)
1-13, Hockey (p.54)

PROCEDURE

- 1. Discuss what would happen if:
 - (a) there were no watches?
 - (b) there were no adults in the world, only children?
 - (c) there were no principals or teachers?
 - (d) there were no policemen?

- (e) there were no traffic signs?
 - (f) there were no laws against stealing?
 - (g) there were no laws on pure food processing?
 - (h) there were no laws on having to pay taxes?
2. Go over the basics of writing a paragraph (topic sentence, supporting detail, concluding sentence). Co-ordinate this process with your Language Arts program.

EVALUATION

1. Allow students to select either Student Handout 1-12 or Student Handout 1-13 and using the subject, write briefly two or three paragraphs on what it would be like if this set of laws did not exist. Encourage students to go beyond specific consequences (tripping might mean someone would be hurt) to more general areas of "the conduct of a sports event", or "the use of roads".
2. If time allows, have students research the following:
 - (a) Have your students interview the oldest person they know (trip to senior citizens' home or nursing home) to find out what it was like to be a juvenile in a "long ago" time.

<p>NOTE: The usual cautions apply when making any arrangements to visit a community institution. Arrange an appointment time and transportation.</p>
--

It is a good idea to have the students think of specific questions they want to ask before going.

For example:

- (i) What kind of rules did they have to live with?
 - (ii) What happened if they broke rules at home?
At school?
 - (iii) How did they view the policemen they knew when they were children?
 - (iv) Which kids were considered "bad" and what did they do to make people think of them that way?
- (b) When discussing the responses gathered, remind students of the cartoon they analyzed (Student Handout 1-11) about new laws compared to old laws.
- (c) Discuss what has been learned over the past few days.
Draw a general statement such as: "Laws are complex; it is difficult to write laws", etc. Allow students time to make entries in their data books or files under Law.

REMINDER

Add questions to wall chart. Example might be:

What are some other definitions of law?

Add generalizations to wall chart. Examples might be:

- (i) Laws are needed to ensure freedom, security and order.
- (ii) Sometimes individual rights oppose group acceptance.
- (iii) Laws today are complex and subject to interpretation.
- (iv) In every society, laws emerge to govern the behaviour of individuals.

- (v) Members of a society (citizens) have both rights and responsibilities.
- (vi) Changes in technology lead to changes in laws.
- (vii) Laws regulate the conflict between individual freedom and social control.

Discuss wall display of newspaper clippings ~~municipal~~, provincial and federal.

Are there many more articles on criminal law than on civil law? If so, then increase the collection on civil law.

Student Handout 1-12

Laws provide the "rules of the game" in our dealings with other people. Laws help to preserve order, resolve conflict, keep the peace, identify rights and responsibilities.

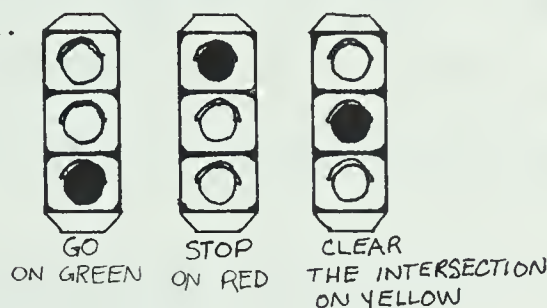
FOR EXAMPLE:

1. For everybody to be free in using the highways, there must be rules of the road that everybody obeys.

SOME OF THESE RULES ARE:

Traffic Signals

When approaching any traffic signal or lights, the driver of the vehicle must obey them.



Daylight: 100 km/h or as otherwise posted.



Playground warning sign: Reduce speed, be prepared to make an emergency stop as children may run onto the roadway.



This sign tells you that approaches to opposing flows of traffic are separated by a MEDIAN.



A steep down grade is ahead, keep to the right and slow down.



Narrow Bridge sign: Be careful - Bridge is narrower than approach.



This sign used only on hard surface roads which are divided into separate lanes. See diagram for easy interpretation.



Maximum speed 50 km/h through the posted area



School warning sign. May be used with or without lower portion. Reduce speed and use extreme caution.



Railway Advance Warning Sign with Tab added to show the crossing angle. Proceed with caution and cross only when it is absolutely safe to do so.



The bump sign gives warning of a sharp change or roughness in the roadway. Reduce speed as condition may cause your car to veer into the ditch, shift your cargo load or damage your vehicle.

Student Handout 1-13

2. For everyone to enjoy playing hockey, there must be rules that allow the game to be fair, safe and enjoyable.

SOME OF THESE RULES ARE:

HOCKEY

Tripping: A player may not place his stick, knee, foot, arm or hand in such a manner as to cause his opponent to trip or fall.

Holding: A player may not hold an opponent with:

- | | |
|----------------|------------------|
| (a) his hands, | (c) his legs, or |
| (b) his arms, | (d) his stick. |

Hooking: Stopping the opponent by hooking him with the stick.

Boarding: A player may not bodycheck, elbow, charge or trip an opponent into the boards.

Spearing: Stabbing an opponent with the point of the stick blade.

Fighting: Struggling angrily with another player.

Elbowing: Using an elbow to check an opponent.

Kneeing: Using a knee to check an opponent.

Throwing a Stick: Deliberately throwing the stick at the puck or at a player or official.

High-Sticking: Carrying the stick above the shoulder.



PART II

Complexity of Law

TEACHER BACKGROUND

One major concept which arises in this section is "The Rule of Law".

The principle of the rule or supremacy of law is an essential part of the British law which came to Canada with the early settlers. It means that the government itself is controlled by the law and must operate according to its terms. It is the law, not the government, which rules. In other words, since the government itself, and its officials, are all subject to the law, a Prime Minister, government inspector, or policeman must obey the law in the same way as an ordinary citizen.

As part of our Canadian constitution, this principle operates to protect the citizen against possible abuses of authority by government officials. Put in another way, the rule of law expresses the ideal that our government shall be a government of laws and not of men.

While the exact meaning of the principle is difficult to define, its essence is the restriction on arbitrary authority of the government and, therefore, the necessity for all government acts to be authorized by reasonably precise laws as applied and interpreted by the courts.

It is undeniable that greatly increased government interventions today, in almost all fields of human activity, have made it necessary to increase substantially the discretionary power

granted to officials, and have therefore narrowed the original broad sweep of the principle. Yet, the rule of law remains a cardinal principle of our Constitution and a great protection to the citizen against arbitrary abuse of government power.

LESSONS 1 and 2

TOPICS

1. Three Levels of Government
2. Rule of Law

PURPOSE

1. To understand the increasing complexity of law and government in Canada over the years.
2. To understand this complexity is further complicated by the sharing of responsibilities by the three levels of government.
3. To develop the concept of "rule of law".

OBJECTIVES

1. Value

- (a) Demonstrate a willingness to volunteer information as appropriate.
- (b) Demonstrate a willingness to bring current data to the classroom.
- (c) Further develop a personal meaning of "justice" and "good" citizenship.

2. Knowledge

- (a) Identify the three levels of government in Canada.
- (b) List two or three areas of responsibility for each level of government.
- (c) Identify one area of overlap in the areas of responsibility for the three levels.

(d) Explain how the separation of the judicial and the legislative powers protects the Canadian citizen's rights.

(e) Explain the concept of "rule of law",

3. Skill

(a) Read, compare and discuss the increasing complexity of law in Canada.

(b) Read, analyze and discuss the concept of rule of law.

MATERIALS

1. Student Handouts: 2-1, "Sam Steele - One-Man Legal System" (p.65-68)
 2-2, "The Rights of Man" (p. 69) Class set
 2-3, Municipal Council (p.70) 1/3 class set
 2-4, Provincial Legislature (p.71) 1/3 class set
 2-5, Federal Parliament (p.72) 1/3 class set
2. Areas of Responsibility (2-A, p.63; transparency)

PROCEDURE

1. Hand out reading "Sam Steele - One-Man Legal System" to students and place the following questions on the chalkboard:
 - (a) Name four problems dealt with by Sam Steele.
 - (b) Name three problems today that would be new to Sam Steele.
2. Discuss students' responses, emphasizing how the legal system has become more complex.
3. Distribute reading, "The Rights of Man" and go over it to ensure students understand.
4. Discuss "rule of law" as it exists or does not exist in the world today. Reference could be made to:
 - (a) Some people who would reject the concept. e.g., Idi Amin.

(b) Amnesty International which looks at countries that do not have a rule of law.

(c) Why can our Prime Minister not do everything he wants?

(d) Why were many Canadians upset when the R.C.M.P. seemed to be using any method, legal or illegal, to get information?

5. Students should write a definition of "rule of law", in their own words, in their data books under "Law".

6. Divide the class into three groups and have them physically separated into three areas of the room if possible.

7. Explain the following to the students:

"Once there was a huge vacant lot (that looked like Canada) and the Fathers of Confederation decided to build a House of Law. They wrote the British North America Act which was the foundation of the house."

(a) The Federal Parliament represents all of Canada and members are elected by Canadian citizens. Any elected member has the power to initiate new laws. There are Federal Courts. (Appoint one group to represent the House of Commons,)

(b) The Provincial legislative branch is set up by elected people who represent areas of the province. Any elected member has the power to initiate laws. There are Provincial Courts. (Indicate to another group that they will represent the Provincial Legislature.) The province then delegates authority to cities.

(c) Municipal Government - lawmakers in the cities are Aldermen and they are elected by the citizens. The Mayor is the executive and there is a Municipal Court. (Indicate to the third group

that they will represent Aldermen.)

Each level of government is subject to the British North America Act and operates in specific areas,

8. Hand out to the appropriate groups, Students Handouts 2-3, 2-4 and 2-5, which indicate the specific areas of laws for each group.
9. After students have had a few minutes to read over their sheet and place it in their data books under "Levels of Government", place the transparency on the overhead so all students can see the three levels of government.
10. Pose the problems to the class from 2-B "Problems: Who Can Help Me?", and ask the appropriate group if they can help you with your problems.
11. Students should be encouraged to notice the overlap in interests at the three governmental levels - municipal, provincial and federal. This could lead to a discussion of the negotiations about responsibilities of provinces and the federal government. One example that might be used in this regard would be the 1977 negotiations with respect to provinces accepting federal monies to help insulate homes and in return, promising to lower highway speed limits. Alberta took the position that highway traffic law was a provincial matter and that the federal government was interfering in a provincial issue. Ottawa later dropped the highway issue and Alberta moved into the insulation program.
12. At this point, the independence of the court system from the legislative powers should be discussed. This independence is the

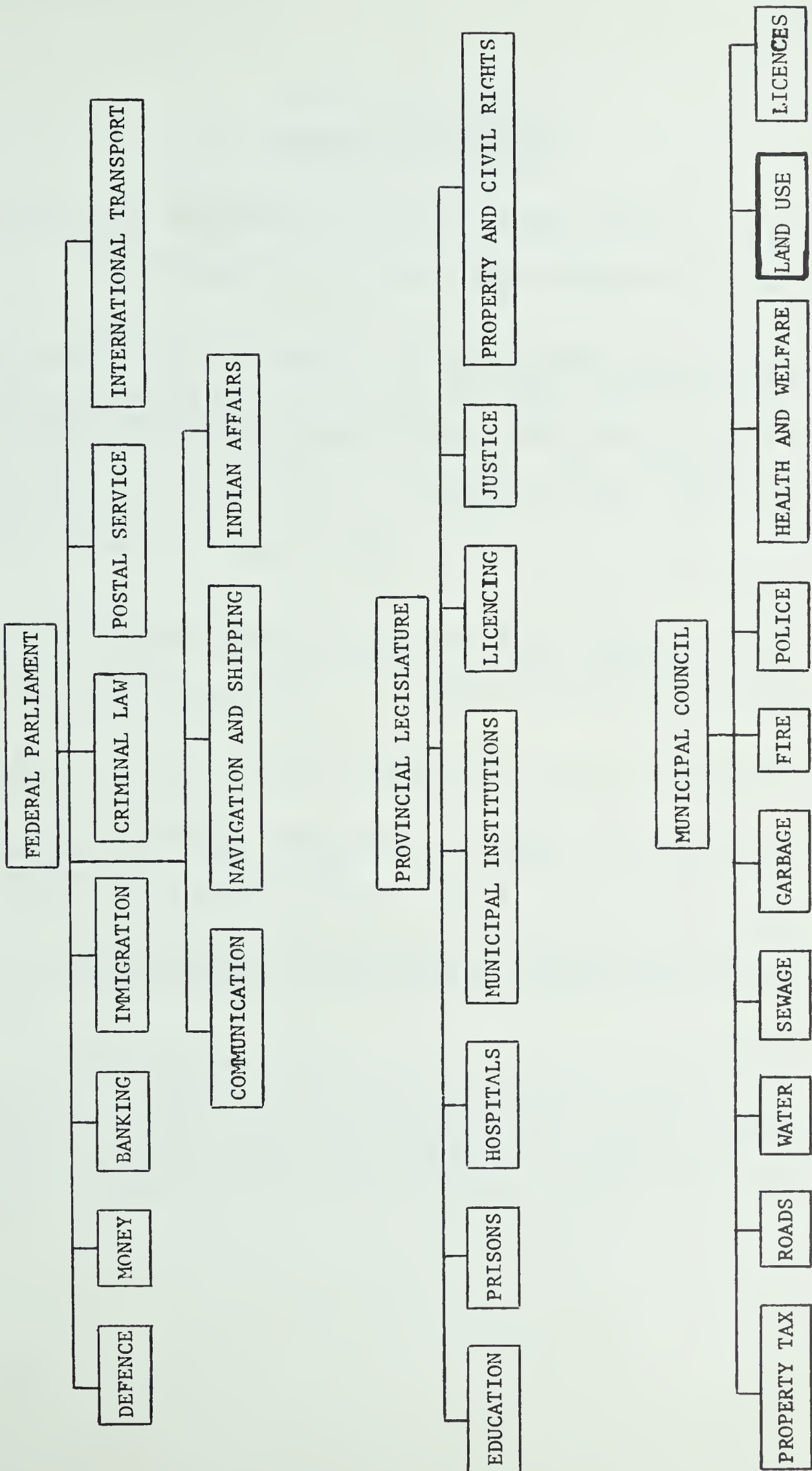
citizen's chief guarantee that the principle of the "rule of law" will be maintained.

It is meant to ensure that the citizen will receive independent and impartial justice administered according to the law regardless of the strength or the governmental position of the person on the other side of the dispute.

13. Suggest that each student, over the next two weeks, find three or four examples from current newspapers of each type of government to put in their data books under the section on "Levels of Government".
14. Again, have students go back to their data books to the sections on "Justice" and "Citizenship". Allow them time to discuss in pairs, or in small groups, what this section on law and government taught them about these concepts.

Have them write their decisions in their data books. A brief discussion sharing ideas might be useful at this point.

AREAS OF RESPONSIBILITY (Not a Complete Listing)



PROBLEMS: WHO CAN HELP ME?

1. I want to build an animal hospital in the Kingland area of Calgary.
I am told I cannot because zoning will not permit it.
2. I cannot pay the money I owe on my Income Tax. To whom can I talk?
3. I think the speed on the highway between Edmonton and Calgary should be reduced. Who do I contact?
4. I need a licence for my dog. Who do I see?
5. I think students should be able to leave the school at fifteen if they want to. Who do I tell?
6. My cousins in Greece want to come to Canada. Who looks after this?
7. I was stopped for speeding at the Airport. Which level of government deals with my case? (Airport is within federal jurisdiction.)
8. I was treated unfairly by a policeman. To whom do I talk?
9. Other?
10. Other?

S A M S T E E L EONE-MAN LEGAL SYSTEM

A legendary figure from Canada's past,

Sam Steele enforced our laws with rough simplicity.

Within a few years of Confederation, Canada was presented with a huge problem of law enforcement. The government had purchased the vast Northwest Territories from the Hudson's Bay Company and was now faced with bringing law and order to the plains. Indian tribes, chiefly the Blackfoot and the Crees, roamed the "Great Lone Land", fighting a running battle over territory. The American West was opening up. Whisky peddlers were invading the Canadian prairies, selling liquor and guns to the Indians in exchange for furs and buffalo robes. These illegal traders barricaded themselves inside stockades such as the notorious Fort "Whoop-Up".

Reports coming back from the lawless west forced Parliament into action. In 1873 an act was passed establishing the North West Mounted Police (NWMP). This was the background for Sam Steele's entry into the story of Canadian law.

EARLY DAYS

He joined Col. Wolseley and his expedition of militia and regulars across the Canadian Shield to defeat Louis Riel's Red River rebellion in 1870.

In 1873 he volunteered for the first detachment of the NWMP and was made a sergeant-major. An epic route march from Winnipeg to the Rockies and back was immediately organized to bring law and order to the Northwest.

Raids were made on whisky traders on the way, barracks were built, and the reputation of the force for firm justice began to be established. When the unit returned to Winnipeg, Steele was able to say, "Thus ended the Mounted Police march of 1874-5, the longest on record (1,959 miles) of a force carrying its supplies. So well was the work of that year performed that in a very few months the situation was under control."

POLICING THE CPR

As the decade of the 80's began, the Canadian Pacific Railway began to edge across the plains bringing its own problems of law enforcement. Steele describes the Winnipeg land boom where building lots were selling for "fabulous prices, people were ready to buy anything, and the bars made profits of hundreds of dollars a day". Sam moved west with the rails. He was promoted to inspector, then to superintendent, with the rank of major.

The tent cities of Regina and Calgary fell to the rear as the rail head advanced, and Steele was put in charge of the NWMP in British Columbia. Here his biggest problem was liquor. A prohibition law was in force for 10 miles on either side of the railway, making it illegal to sell liquor. Beyond that the whisky sellers set up their stores. Labourers working on the line would walk to these places on pay day and "spend every dollar in their possession...remaining there for a prolonged spree, thus delaying the progress of the work." Steele recommended, and got, an increase in the width of the prohibition belt from 20 to 40 miles which "had a good effect".

MEETING FRONTIER CRISES

Railway finances were shaky, and when pay was held up for men working on the Beaver River section an ugly strike started. At the same time Sam Steele came down with what was probably Rocky Mountain spotted fever. At the same time news reached the Rockies that rebellion, led once again by Louis Riel, had broken out in the Northwest.

The strikers were determined to stop all the work on the line, but Steele's sergeant, Fury, with a small party, held the narrow canyon of the Beaver River against them. However, when a constable attempted to arrest one of the ringleaders, he was overpowered and forced to leave without his man. Steele's verdict was, "We must take the man at any cost. Take your revolvers and shoot anyone who interferes with the rest!"

Fury and three men headed for town, there was a shot, and in a few minutes they reappeared dragging a prisoner who was "fighting like a fiend while a woman in scarlet followed them with wild shrieks and curses". The hostile strikers pressed hard on the heels of the little party.

It was all too much for Sam Steele. Seizing a Winchester rifle from a constable, he forgot about his fever and dashed to the scene while a magistrate followed him to read the Riot Act.

"Listen to this," said Steele, "and keep your hands off your

guns, or I will shoot the first man of you who makes a hostile movement." Someone in the crowd shouted, "Look at the ____; his own death-bed makes no difference to him," but they hesitated, the Riot Act was read, and in a few minutes the steady determination of eight men had defeated a crowd of 700.

"Next morning Beaver and all along the line was as quiet as a country village on Sunday," says Steele.

From the problem of mutinous strikers Steele rushed to control the rebellion on the prairies. Here he organized Steele's Scouts, a mixed group of police and plainsmen, and set off on the trail of Big Bear, a Cree chief on the rampage. A skirmish at Loon Lake ended in Big Bear's temporary escape, but the Indian was later captured by the NWMP.

STEELE OF THE YUKON

He was ordered next to the Kootenays where he played the peace-maker between Indians who wanted to hunt and fish as they had always done and whites who complained of Indian trespass. For a time after this he was superintendent of the Macleod district.

The years between 1885 and 1898, though, were a relatively calm prelude to Steele's next assignment, for in the latter year he was sent to the Klondike gold rush to carry the message of Canadian law. Soapy Smith and his gang were robbing the miners right and left on the Alaska side of the boundary. Steele slapped heavy fines on the "loose characters who had come into the country to prey upon the...simple and unsuspecting miners".

Along with the Yukon Field Force and a judge who backed them up, the NWMP "made Dawson a hot place for evildoers" though at the cost of "hardships beyond belief". "My waking hours," says Steele, "were at least nineteen." The superintendent was appointed to the council of the Yukon Territory, had the satisfaction of seeing Canada's good name upheld in the gold fields, and was posted back to Montreal.

In 1907 he returned to the Canadian west. He was put in charge of military districts in Calgary and later Winnipeg. In the 35 years since he had taken part in the famous march to the Rockies, incredible changes had transformed the plains. Mounty law had helped to create a peaceful land which was rapidly filling with hundreds of thousands of settlers.

The policeman-soldier had one more chapter in his career to write. During the Great War of 1914-18 he was promoted to major-general, raised and trained the Second Canadian Division, and took it to England

in 1915. The king honoured him with a knighthood in 1918, just a year before his death.

Law today is a complex thing. Civil rights movements, minority groups, terrorism, and many other elements have made its interpretation more and more difficult. Sam Steele represented a simpler age of law when right and wrong were clearly defined and the criminal paid his debt to society. He handed out justice which was rough by today's terms, but always with a measure of common sense. It was the kind of justice which went well with the times.

Copyright: White, Charles A.
Canada And The World
February, 1975.

THE RIGHTS OF MAN

At one time - three hundred years ago and more - a king was respected, even feared, by his subjects. These subjects were expected to obey their king's every command. To disobey was almost sinful, for in those days, all the kings of Europe claimed to rule by Divine Right. That is, they claimed to be God's representatives on earth. And no one - not the noble, merchant or common man - dared question the power of God, which came through the king. They believed, and knew that the kings would rule forever for if the right to rule came from God, only God could take it away.

According to this tradition, the power that God gave to kings was absolute. A king had absolute authority even concerning life and death over all his subjects. The belief that one man may have absolute power is called ABSOLUTISM.

During the 1600's however, the people of England showed that they could not accept absolutism and the Divine Right of Kings. In 1649 they chopped off the head of Charles I. In 1688, they drove another English monarch, James II, from his throne...But the people of England offered the throne to James' relatives William and Mary of Holland if they would sign a Bill Of Rights promising that they would obey the laws of the land, protect the rights of Englishmen and cooperate with Parliament. The people felt that the king was not the highest authority, free to do whatever he chose. Instead they said that the law itself was the highest authority. In a nation under "rule of law" even the most powerful leader is subject to the basic law or constitution. This is the principle of CONSTITUTIONALISM. William and Mary accepted the terms. Their acceptance and return to the throne of England was termed the "Glorious Revolution" because it settled political problems that had been troubling England for years and it established the rule of law over the power of kings.

AREA OF RESPONSIBILITY

MUNICIPAL COUNCIL

Property Tax

Roads

Water

Sewage

Garbage

Fire

Police

Health and Welfare

Land Use

Licences

AREA OF RESPONSIBILITY

PROVINCIAL LEGISLATURE

Education

Prisons

Hospitals

Municipal Institutions

Licencing

Justice

Property and Civil Rights

AREA OF RESPONSIBILITY

FEDERAL PARLIAMENT

Defence

Money

Banking

Immigration

Criminal Law

Postal Service

International Transport

Communication

Navigation and Shipping

Indian Affairs

EVALUATION

1. Using Student Handout 2-1, "Sam Steele - One-Man Legal System", and what you have learned about the three levels of government, write two or three paragraphs on the following statement;

"Laws in Canada are getting more complicated all the time."

Your mark will be determined by your use of specific references and by the logical defense of your statements. Mark value: 15 points:

Three levels of government identified	3
Logical argument supported by specifics	10
Concluding statement summarizing	<u>2</u>
	15

2. Define "rule of law" in your own words and give examples. Mark

value: 5 points	<u>5</u>
Total marks	20

OPTIONAL ACTIVITY

Another example of the changing complexity of law is the jury system. The lesson on pages 75 to 77 offers students an opportunity to examine the Greek jury system and compare it to the present system in Canada.

REMINDER

Add questions to wall charts.

Example: Does it become more difficult for the individual to relate with an increasingly complex legal system?

Add generalizations to wall chart:

Examples might be:

- (a) There are three levels of government (federal, provincial and municipal) and they come into conflict on occasion.

- (b) The B.N.A. Act is the foundation of Canada's legal system.
- (c) Rule of Law means that everybody has to obey the law.
- (d) Rule of Law is assured by an independent court system.

LESSON 3: OPTIONAL ACTIVITY

TOPIC

Greek Jury System

PURPOSE

To give students an understanding of the beginnings of the jury system.

OBJECTIVES

1. Knowledge

- (a) Identify Ancient Greece as the origin of our jury system.
- (b) Demonstrate an understanding of how and why society punishes people by loss of privilege, property, life (including physical punishment).

2. Skill

- (a) Read, compare, discuss, write and speak about justice.
- (b) Translate a brief written description of a person into a physical presence with suitable speech and behaviour.
- (c) Support ideas logically in a role-playing situation.
- (d) Influence others in a role-playing situation.

MATERIALS

Student Handouts: 2-6, Greek Jury System (p.78)
2-7, Crime Sheet (p.79)

PROCEDURE

- 1. Give each student a copy of the "Greek Jury System".
- 2. After the students have had an opportunity to read the handout,

discuss with them the advantages and disadvantages of a jury system such as the one used by the Greeks. Some possible questions you may ask are:

- (a) What is meant by the phrase "Ancient Greeks"?
- (b) Where did this take place (what city)?
- (c) Who would take a case to court?
- (d) Were there any lawyers or judges?
- (e) How many jury members were there in a trial?
- (f) What method was used for voting on guilt or innocence?
- (g) How long could a person speak?
- (h) What is hearsay evidence?
- (i) What are irrelevancies?
- (j) Could a jury member question the person on trial?

It would be beneficial during this lesson to discuss that Socrates, a famous philosopher, was found guilty by a Greek jury.

3. Group the students (between 3 to 5 students per group).
4. Ask groups to choose one member in each group to become a defendant to act out a Greek trial in tomorrow's class.
5. The remaining members of the group will help the student prepare his defense. Their involvement in tomorrow's class will be as jury members.
6. Give each student a copy of the "Crime Sheet".
7. Put a list of possible "crimes" on the chalkboard. Allow groups to choose the "crime" that their defendant will be accused of. Some

suggested crimes are;

- (a) stealing a cart
- (b) murder
- (c) stealing fruit
- (d) assaulting someone
- (e) stealing a loaf of bread

Students may have suggestions which the teacher may add to the list.

8. After each group has decided on a "crime", allow the groups to develop a story around the crime using the "Crime Sheet".

<p>NOTE: An optional activity for the Greek trial would be to have students dress up after researching what kind of clothing was worn at that time.</p>

THE GREEK JURY SYSTEM

1000-400 B.C.

It is among the ancient Greeks that we find the beginnings of our jury system, the judgement of a man by his fellow citizens. In Athens, any citizen could take a case to court. He had to represent himself as there were no lawyers, nor was there as many as 1,000 jury members packed in a court to hear a case.

Each juryman was given two metal discs, one with a solid centre, the other pierced. The jury, after hearing the person plead his case, cast one of their discs into a voting box. The solid meant innocent, the pierced meant guilty. There was no appeal.

The time for each person to speak was measured by the flow of water from one pot to another. This was approximately six minutes. The people pleading a case were allowed to appeal to the emotions of the jury. Hearsay evidence and irrelevancies were allowed as well. The jury was not allowed to question the defendant.

CRIME SHEET

Crime: _____

Name of Defendant: _____

Where did the crime take place? _____

Why was the crime committed? _____

Physical description of the defendant (age, mannerisms,
clothing, work, family, etc.)

LESSON 4: OPTIONAL ACTIVITY

TOPIC

Greek Trial

PURPOSE

1. To give students experience in role-playing.
2. To give students an opportunity to experience acting as jury members.
3. To develop the concept of "jury".
4. To develop the idea of societal punishment rather than legal punishment.

OBJECTIVES

1. Knowledge

Use new legal-oriented vocabulary in written work.

2. Skill

Read, compare, discuss, write and speak about justice.

MATERIALS

2-C, Discs - 40 solid (innocent)
40 pierced (guilty)

PROCEDURE

1. Choose three students who are not defendants. One student will act as announcer of cases. This student should have a list of defendants and the crimes they are accused of so there is some order to the trials. The other two students are responsible for handing out one of each disc to each student. One should be responsible for the solid discs and the other for the pierced discs. When each defendant has argued his case and the jury is ready to vote, these two students

should each have an envelope or box in which to collect discs. If the jury member is voting "guilty", the disc should be cast with the student responsible for pierced discs. The disc collectors then count their discs and the verdict is pronounced by the announcer. The two students then return the discs so that everyone again has one pierced and one solid disc on their desks.

NOTE: It will speed things up if the students have their desks cleared except for their two discs. The students handing back the discs can then see quickly where they must return discs so the next case can proceed.

The teacher can also act as a jury member as this helps student involvement.

2. Have the announcer pronounce each case. Allow time for each defendant to plead his case.
3. At the end of each plea, have the two assigned students collect the discs that the jury members cast.
4. Discuss the following questions:
 - (a) What are the advantages of a jury trial over a trial by judge?
 - (b) What are the disadvantages?
 - (c) How did you decide if a person was guilty or innocent?
 - (d) Do you feel you were just or unjust according to the evidence you heard?
 - (e) Did irrelevancies and hearsay evidence play a strong role in influencing your decision? Why might these not be acceptable today?

EVALUATION

1. Using the information learned in our Greek Jury Trial, list two advantages or two disadvantages of such a trial.
2. Respond to the following question, giving your reason(s) for your answer.

"Is trial by a Greek Jury, 'just' or 'unjust'?"

Evaluation will be based upon the thoughtfulness of your response.

Ten marks will be assigned.

DISCS

LESSON 5: OPTIONAL ACTIVITY

TOPIC

Canadian Jury System

PURPOSE

1. To give the students knowledge of the jury system as it exists in Canada.
2. To give students the opportunity to establish differences between American and Canadian jury systems.

OBJECTIVES

1. Knowledge

Identify one major difference between jury trials in Canada and jury trials in the United States.

2. Skill

Read, compare, discuss, write and speak about justice.

MATERIALS

Student Handout: 2-8, "Legally Speaking" (p.86) Class set

PROCEDURE

1. Hand out, to each student, a copy of the newspaper article "Legally Speaking".
2. The teacher should read this article with the students.
3. Discuss with them the differences between the American and Canadian methods of choosing a jury. Some possible questions you may ask are:
 - (a) How many people are on a jury?
 - (b) Do Canadian lawyers have an opportunity to find out the background of the proposed jury?

(c) How are the members chosen for jury duty?

(d) Do you think that 12 average men and women can be impartial?

(e) If you were on trial, would you want to be tried by a jury?

Why or why not?

(f) Do you think the present Canadian jury system is better or worse than the Greek jury system? Explain your answer.

4. Have the students turn to the section on citizenship and justice in their data books.
5. Ask them: What has this section told us about citizenship? What do you feel are the responsibilities and the rights of a good citizen?
6. Have the students add their thoughts to their data books.
7. Also, have students again try to define "justice" or write any thoughts they have about "just" and "unjust".



(The text for these weekly commentaries on current legal issues is supplied by the Legal Education Society of Alberta, Edmonton. Readers questions concerning legal principles should be addressed to "Legally Speaking," c/o The Calgary Herald, News Department, 206-7th Avenue, S.W., Calgary. Letters cannot be answered individually, but questions of common interest will be considered for future columns.)

When a case is heard with a jury, it is the "twelve men and women true" and not the judge who decide guilt and innocence, right or wrong, victory or defeat. In criminal cases, in particular, many lawyers feel that the make-up of the jury will frequently spell the difference between acquittal and conviction, irrespective altogether of the facts of the case.

Why do we hear of American lawyers spending seven or eight weeks picking a jury while in Canada, even in the most serious cases, it may take a couple of hours, perhaps a day? A recent decision of the Supreme Court of Canada explains the reason for divergence in procedures. The case involved a murder, and counsel for the accused informed the judge (before the jury was sworn) that his client, at the time of the crime, had been on parole from a mental institution. He said that this fact had been reported in the press, and might be known to some prospective jurors, or might even come out during the trial; he wanted to challenge each

proposed juror to find out whether or not this knowledge would likely prejudice him. His request was refused.

When a jury case is scheduled, an array of upwards of 100 citizens is summonsed to the court house for possible jury duty. In this country, the lawyers find out only a few days before the trial starts who is on the jury list and have no real opportunity to delve into the background of the members of the panel.

For example, in the case involving a drunken fight resulting in death, an American lawyer might spend a week investigating the background of every prospective juror to find out what are his views on alcohol. When the case is called, he will cross-examine for hours any prospective juror who, his researchers tell him, is opposed to booze or bars or both.

In the Canadian case, the defence counsel only wanted to find out whether prospective jurors had strong views about mental patients being allowed out on passes. Counsel had no prior opportunity to collect background information and was not allowed to question prospective jurors in court. All he could do was to use up his few pre-emptory challenges, based largely on his own visceral feelings to the appearance, the name and the occupation of each prospective juror.

(Naturally, a juror will be excused if has some direct connection with the case. A story is told of the young British barrister who arrived somewhat late and found the

jury already impanelled, with Crown Counsel on his feet in the throes of his opening address. As the young lawyer glanced at the jury box, a look of horror was seen to come over his face and he immediately leapt to his feet, interrupting his opponent. The judge told him to sit down. Three more times Junior Counsel attempted to rise to address the Court, and three times he was told to sit still until his turn came. Finally, in desperation and from a sitting position, he managed to blurt out "The foreman of the jury is my mother!")

That kind of challenge for cause is usually successful. Normally, however, challenges must be attempted on the strength of very little background information, certainly not on the evidence of bias from the prospective juror's own statements. To be given the right to question the juror as to his impartiality, the Canadian lawyer must convince the judge that there is good reason to doubt his impartiality, and that is a formidable task.

The difference in approach between the American and the Canadian way lies in the difference in philosophy about juries. In the U.S., defence counsel is permitted, through challenges, to try to obtain for his client the most sympathetic and favorable jury possible; in Canada the accused is entitled to an impartial jury, nothing more and nothing less, and it is presumed that the average 12 men and women called for jury duty will be impartial.

PART III

Roles

TEACHER BACKGROUND

Lesson 1 will explore stereotypes held about police and the work they do. After students complete the exercise, you may wish to spend some time on the concept of "stereotype". Students could be asked to draw or describe some of the following:

- (a) A librarian (e.g., tall, thin, hair in a bun)
- (b) A "hippy" (sloppy, dirty, long hair)
- (c) A judge (gray-haired, formal, well-dressed)
- (d) A lawyer (business suit, short hair, clean-cut)

The results would provide material for a discussion on how we form these generalized ideas. Draw out as many examples as possible of instances where individuals do not fit the stereotype. Point out how we rely upon general stereotypes when we lack specifics. The following information may assist you if you teach the concept of stereotype.

Stereotype:

1. Simple rather than complex or differentiated.
2. Erroneous rather than accurate.
3. Stereotype has been acquired secondhand rather than through direct experience with the reality it is supposed to represent.
4. It is resistant to modification by new experience (we see what we want to see).

LESSON 1

TOPIC

Attitude Towards the Police

PURPOSE

To identify stereotypes held regarding the relationship between the policeman and the citizen.

OBJECTIVES

1. Value

- (a) Compare personal values and the values of others regarding "law and order".
- (b) Demonstrate a willingness to participate in group decision-making.
- (c) Clarify feelings as they result from the behaviour of others.
- (d) Through role-playing, empathize with the point of view of others.

2. Knowledge

Identify stereotypes held towards people in the legal system.

3. Skill

- (a) Create a story from a series of pictures.
- (b) Make a short oral presentation to the class.
- (c) Complete retrieval charts using oral information.
- (d) Draw conclusions using data from retrieval charts and generalize about the class understanding of the role of the police.

MATERIALS

1. Student Handouts: 3-1, 3-2, 3-3, Pictures (p.93, 94, 95) One set for each group.
3-4, Retrieval Chart (p.96) Class set.
2. Resource Person - Policeman

NOTE: This would be an excellent time to have a policeman visit the classroom and discuss the results. If students saw the police as "law enforcers", the policeman might centre the talk around the crime prevention aspect of the job. You might have the policeman take part in the story creation activity and compare.

PROCEDURE

1. Divide students into small groups. Give each group a set of the three pictures.
2. Explain that there is no correct order to the pictures. The groups are to arrange the pictures in any order they choose to create a short story about what is happening and be prepared to have one member of the group tell the group's story to the class.
3. As the groups are planning their story, the teacher can distribute a retrieval chart to every student.
4. As each group tells its story to the class, listeners should summarize on the Retrieval Chart the role of the police and the role of the citizen. For example, some entries might be:

Police

stops driver for
speeding

asks citizen for help

Citizen

argues, not speeding

offers assistance to police

5. Referring to the data on their charts, have students tabulate the answers to the following questions and discuss:
 - (a) How many times was the policeman seen enforcing the law in a punishing way?
 - (b) How many times was the policeman seen helping the citizen?
 - (c) How many times was the citizen seen to be angry with the policeman?
 - (d) How many times was the citizen seen asking for help or offering to help the policeman?
 - (e) What do these results tell us about our attitudes towards the police?
6. Once again, refer to "rule of law" to emphasize that Albertans are governed by laws and not by people.
7. Read the following case study to students and tell them you will be asking them to explain its connection to the idea of "rule of law".

Mark had just come home from a date. It was a warm summer evening and he decided to jog for a while. After changing, he headed out through the community towards the field. As he cut through the alley, he was startled by the sound of a car speeding behind him and then the grinding sound of brakes. A car door slammed and as Mark stopped and turned around, he felt himself grabbed and pushed against the car. It was a minute before he realized it was the police. By now, two policemen were restraining him and one of them barked out a series of questions.

- What are you doing out at one o'clock in the morning?
- Why are you running?

These questions were interspersed by a series of four-letter words and Mark found himself thrown into the back

seat of the car. The second policeman seemed to be trying to calm down the first one. Mark's immediate reaction was to hit back, but by the time he was free to do so, he found himself explaining why he was out. The policeman then asked where Mark lived and demanded to be taken there to talk to his parents.

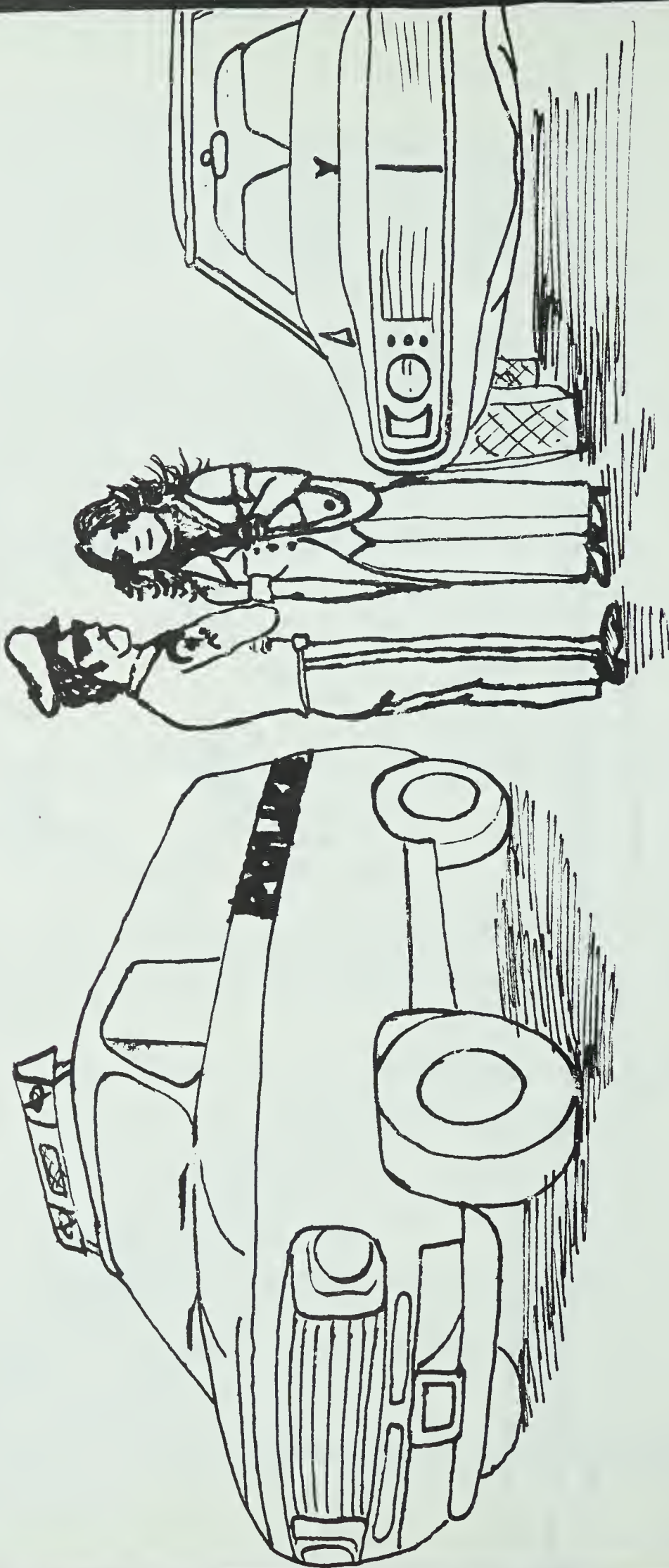
The policeman followed Mark into the house and down the hall to the bedroom. Mark's father, thoroughly startled, got up and they all went into the living room. After confirming that Mark often went jogging late at night, the father asked why there was a problem. The policeman merely said it looked as though everything was all right and left.

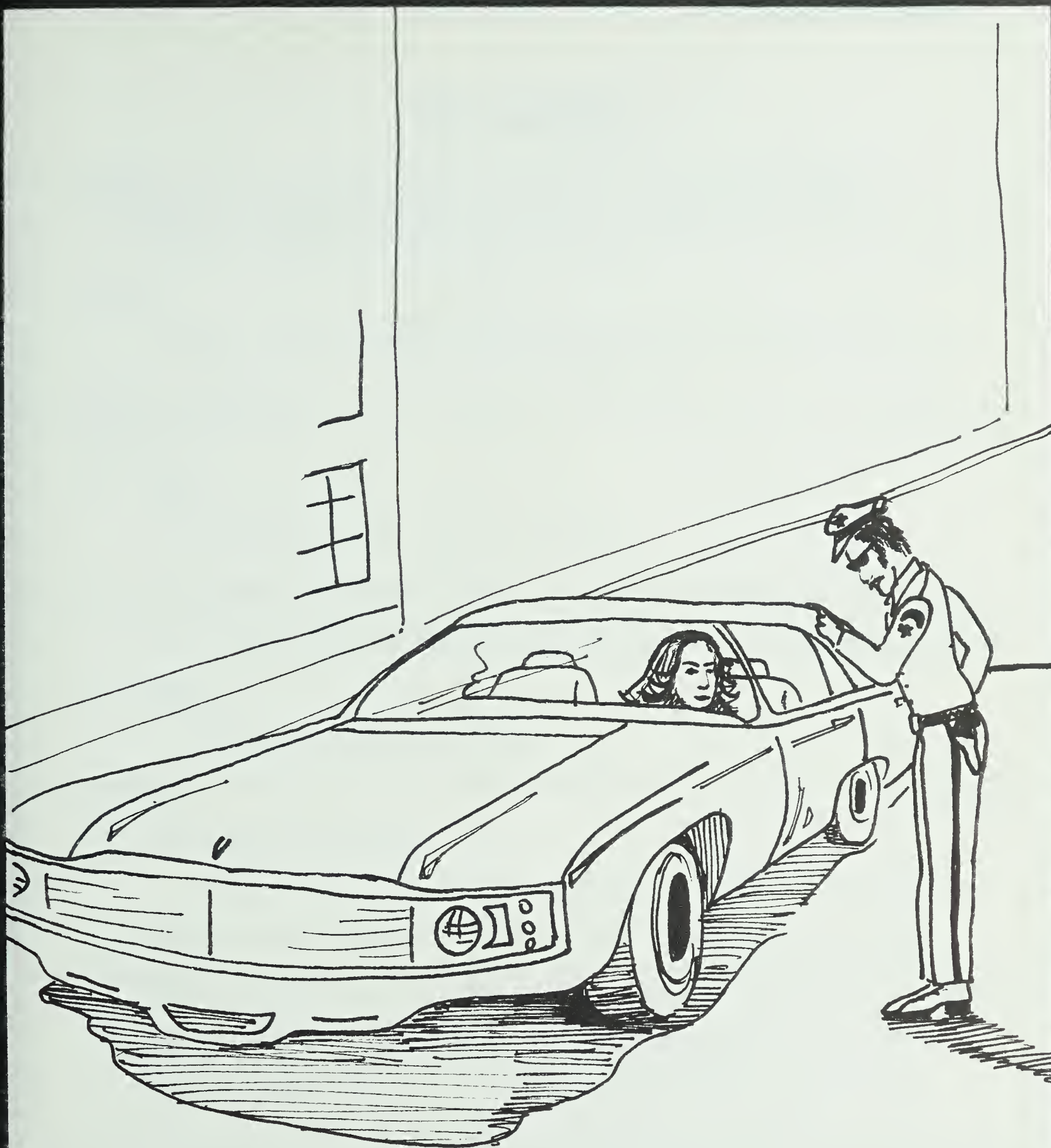
- (a) What was Mark's first reaction? His feelings?
 - (i) surprise
 - (ii) to hit back
 - (iii) fear
 - (iv) anger
 - (v) resentment
- (b) Was the policeman justified in his actions? (Appears to be an abuse of power.)
- (c) What action is open to Mark and his parents?
 - (i) civil action if there was any abuse of power
 - (ii) contact police department and complain
 - (iii) contact Chief of Police and request investigation
 - (iv) do nothing
- (d) How does this story relate to "rule of law"? Police also come under the law. Legal means must be used to enforce the law.

8. You might wish to pose the questions:

- (a) Why are the processes of law separated?
- (b) Why should the lawmakers not also be the law enforcers?
- (c) Why not let police decide the punishment on the spot?
- (d) What would be the dangers?
- (e) What is society valuing and protecting by separating lawmaking from law enforcement?







Student Handout 3-4

RETRIEVAL CHART

	What Policeman is Doing	What Citizen is Doing
Group 1		
Group 2		
Group 3		
Group 4		
Group 5		
Group 6		

LESSON 2

TOPIC

Contact; Youth and the Police

PURPOSE

Students should recognize the problems in human relations that the police encounter.

OBJECTIVES

1. Value

- (a) Emphathize with various individuals.
- (b) Clarify feelings as they result from the behaviour of others.
- (c) Through role-playing, empathize with the point of view of others.

2. Skill

Role-play given situations.

PROCEDURE

1. Preliminary Activities

Have students practice role-playing and related drama activities prior to going into the "Street Scene". Role-playing can be an important learning experience if the teacher and students are relaxed and confident. Students will role-play more effectively if they understand what they will be doing and what their task will be.

It is essential to have your students practice role-playing before they attempt the actual scene in this lesson. If students are new to role-playing, the following activities could be done in several smaller groups at the same time. Begin this part with "The Greatest Show on Earth".

THE GREATEST SHOW ON EARTH

Explain to the class that they are going to play "The Greatest Show on Earth". Students are to get up one at a time and do something in front of the class. This need be nothing more than turning around twice or crossing their eyes, etc. When a student does something, the entire class must clap enthusiastically and indicate positive enjoyment. The the next student goes up and does something. By the time the entire class has had a turn, students will be much more relaxed about role-playing.

2. Warm-up Exercises

- (a) Have several students attempt one of the following in a pantomime form:
 - (i) Show different ways of eating cotton candy.
 - (ii) Show different ways of unwrapping and eating a chocolate bar.
 - (iii) Show different ways of crossing a street which has a patch of ice in the middle of it.
- (b) Have one or two groups do the following: (act it out)
 - (i) One friend greeting another he has not seen in years and whose name he forgets.

- (ii) A boy calling a girl for a date for the school dance. She does not have a date, but she does not want to go with him.

3. Follow-up Discussion Directed at Participants

- (a) What did you think of the experience? How did you feel?
- (b) Why did you behave the way you did?
- (c) Would you do anything differently given another opportunity?
Why or why not?

4. Follow-up Discussion Directed at the Rest of the Class

- (a) How realistic were the performers?
- (b) How could the roles have been improved?
- (c) What did you learn from this activity?

5. Read the "Street Scene" (p.100) to the students. Ask six student volunteers to role-play - two girls, two boys and two other students to be police officers. (First go over points with participants so they know what exactly is expected.)

6. Explain the audience's role. For example:

- (a) some to watch participants, police and teenagers;
- (b) others to identify actions and expressions on the faces of the participants;
- (c) one group or person to judge the quality of the portrayal.

7. Actual role-playing - have the two girls do the scene, then have the two boys do the scene.

- (a) Gauge time so you know when to stop a scene.
- (b) Have participants reverse roles suddenly.

THE STREET SCENE

Two teenagers are walking home after going to a local movie theatre. It is midnight. There is no curfew in effect. They have five blocks to go before they get home. A patrol car pulls up. One police officer gets out and walks towards them. The other stays in the car. (NOTE: No words pass between anyone.)

8. Notes for Debriefing Discussion

- (a) Teachers should review the discussion without overstressing point to be learned.
- (b) Actors remain in character as questions are asked of them.
- (c) Audience groups who were given specific assignments can report on what they saw.
- (d) List other ways of responding to the problem.
- (e) Teacher should avoid negative judgement.

For the Participants

- (a) Teenagers - how did you feel and why?
- (b) Police officers - how did you feel and why?
- (c) Would anyone have done anything differently? Why or why not?

For the Class

- (a) To those watching, was this scene realistic:
 - (i) with boys?
 - (ii) with girls?
- (b) Did the police act as real police would?
- (c) Were the teenagers portrayed accurately?
- (d) Could this have happened in your community?
- (e) Have any of you ever been stopped by the police?
- (f) How did you feel? How did you react? Why?

9. The skit "Street Scene" could be re-enacted to allow students to take advantage of any fresh ideas.
10. Encourage discussion so that the exercise is related to other experiences, particularly those of the students themselves.

TEACHER BACKGROUND

"A Professor's 'Street Lessons'" (3-A, p.105-112, for use in Lesson 3) is a copy of the entire article from which this lesson was taken. It ran in the Reader's Digest, December, 1974, as well.

Student discussion should centre around how attitudes can be changed. Be careful that students are not left with the idea that intellectual understanding is incorrect because of lack of personal experience. The lesson should be used to help students understand or have empathy for the stresses under which the police often operate.

The lesson also may offer an opportunity to discuss the fact that since emotions are so involved, there is a necessity for control by those not directly emotionally involved in law enforcement.

In order to balance the point of view, it is suggested that the teacher remind students that while we can better understand why a police officer might abuse his power, such abuse cannot be tolerated in a society subscribing to "rule of law".

LESSON 3

TOPIC

Attitude Change (Empathy)

PURPOSE

To consider how the police see their role in today's society.

OBJECTIVES

1. Value

Empathize with various individuals.

2. Knowledge

Develop the understanding that the greater the diversity of values within a society, the greater the likelihood of interpersonal conflict.

3. Skill

(a) Role-play given situations.

(b) Listen to the ideas presented by others.

MATERIALS

1. "A Professor's 'Street Lessons'" - 3-A (p.105-112)
2. Student Handout: 3-5, "Another Man's Shoes" (p.113) Class set.

PROCEDURE

1. Develop the concept of "empathy" by placing students in situations such as:
 - (a) Your parents insist you be in by ten o'clock.
 - (i) Why do they have this rule?
 - (ii) How do you feel when you are late?

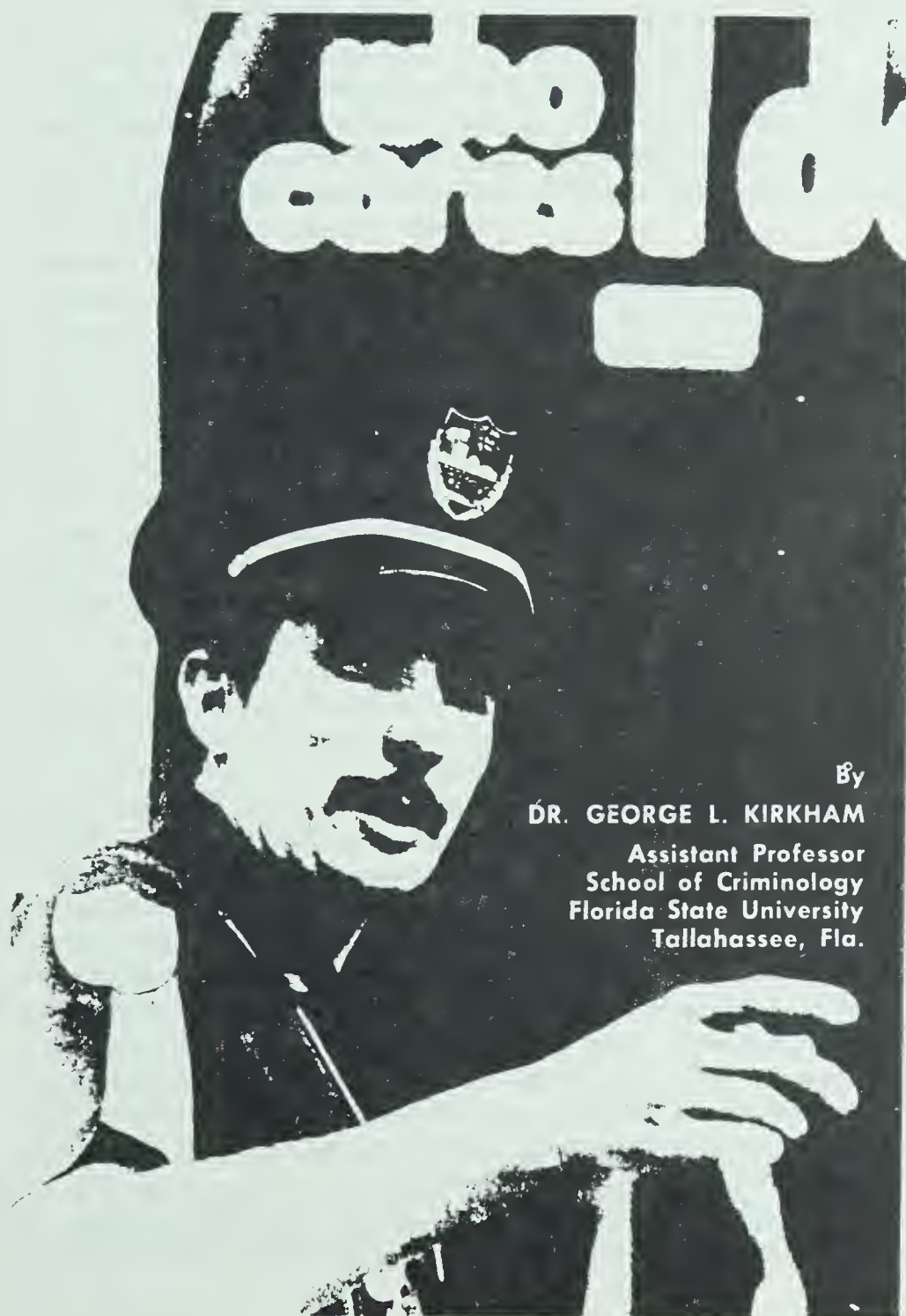
(b) Your friend failed math. You got an "A".

(i) How does your friend feel about the mark?

(ii) How does your friend feel about you?

2. Read "A Professor's 'Street Lessons'" to the students.
3. Have students read the story and chart, "Another Man's Shoes".
4. Ensure that students understand the purpose of the two columns.
5. Place students into small groups and have each group select one of the eight experiences as a policeman on the chart and create a story around it.
6. Allow groups time to share their stories, either by telling or role-playing them.
7. Discuss how our attitudes are formed. Some points might be:
 - (a) What is meant by the title: "Another Man's Shoes"?
 - (b) What are the qualities you think would be important in a policeman? (List these in order of importance.)
 - (c) When you role-play, do you have a better understanding of how the other person feels?
8. Compare the role of this policeman with that of Sam Steele, pointing out the increased complexity of the job. This can be related to the increasing diversity of values, which in turn, increases the likelihood of interpersonal conflict.

A PROFESSOR'S "Street Lessons"



By
DR. GEORGE L. KIRKHAM
Assistant Professor
School of Criminology
Florida State University
Tallahassee, Fla.

"... I came home and took off the badge and blue uniform with a sense of satisfaction and contribution to society that I have never known in any other job. Somehow that feeling seems to make everything—the disrespect, the danger, the boredom—worthwhile."

what a police officer has to endure in modern society until I had been one myself. Under the weight of this frustration, and my personal conviction that knowledge has an applied as well as a theoretical dimension, I decided to take up this challenge: I would become a policeman myself as a means of establishing once and for all the accuracy of what I and other criminologists had been saying about the police for so long.

From Professor to Cop

Suffice it to say that my announced intention to become a uniformed patrolman was at first met with fairly widespread disbelief on the part of family, friends, and colleagues alike. At 31, with a family and an estab-

“. . . I would become a policeman myself as a means of establishing once and for all the accuracy of what I and other criminologists had been saying about the police for so long.”

lished career as a criminologist, I was surely an unlikely candidate for the position of police recruit. The very idea, it was suggested to me, was outrageous and absurd. I was told that no police administrator in his right mind would allow a representative of the academic world to enter his organization. It had never been done and could not be done.

Fortunately, many of my students, who either had been policemen or were at the time, sounded a far more optimistic and enthusiastic note. Police administrators and officers alike, they said, would welcome the opportunity to expose members of the academic community to the problems of their occupation. If one of us were really willing to see and feel the police-



Pictured is Dr. Kirkham in the studios section of his university office.

man's world from behind a badge and blue uniform, instead of from the safe and comfortable vantage point of a classroom or university office, police officers themselves would do everything in their power to make the opportunity available. Despite these assurances from my policemen-students, I remained skeptical over my chances of being allowed to do such an unorthodox thing.

This skepticism was, however, soon to be overcome. One of my better criminology students at the time was a young police officer on educational leave from the Jacksonville, Fla., Sheriff's Office. Upon learning of my desire to become a police officer in order to better understand the problems of policemen, he urged me to contact Sheriff Dale Carson and Undersheriff D. K. Brown of his department with my proposal. I had earlier heard other police officers describe the consolidated 800-man force of Jacksonville-Duval County as one of the most progressive departments in the country. I learned that Sheriff Carson and Undersheriff Brown, two former FBI Agents, had won considerable respect in the law enforcement profession as enlightened and innovative administrators.

The size and composition of Jacksonville, as well as its nearness to my

As policemen have come under increasing criticism by various individuals and groups in our society in recent years, I cannot help but wonder how many times they have clenched their teeth and wished they could expose their critics to only a few of the harsh realities which their job involves.

Persons such as myself, members of the academic community, have traditionally been quick to find fault with the police. From isolated incidents reported in the various news media, we have fashioned for ourselves a stereotyped image of the police officer which conveniently conforms to our notions of what he is. We see the brutal cop, the racist cop, the grafting cop, the discourteous cop. What we do not see, however, is the image of thousands of dedicated men and women struggling against almost impossible odds to preserve our society and everything in it which we cherish.

For some years, first as a student and later as a professor of criminology, I found myself troubled by the fact that most of us who write books and articles on the police have never been policemen ourselves. I began to be bothered increasingly by many of my students who were former policemen. Time and again, they would respond to my frequently critical lectures on the police with the argument that I could not possibly understand

university and home, made it appear to be an ideal location for what I wished to do. Numbering just over one-half million residents, Jacksonville impressed me as being the kind of large and rapidly growing American city which inevitably experiences the major social problems of our time: crime and delinquency, racial unrest, poverty, and mental illness. A seaport and industrial center, Jacksonville offered a diversity of urban, suburban, and even rural populations in its vast land area. I took particular note of the fact that it contained a fairly typical inner-city slum section and black ghetto, both of which were in the process of being transformed through a massive program of urban redevelopment. This latter feature was especially important to me insofar as I wanted to personally experience the stresses and strains of today's city policeman. It was, after all, he who had traditionally been the subject of such intense interest and criticism on the part of social scientists such as myself.

Much to my surprise, both Sheriff Carson and Undersheriff Brown were not only supportive but enthusiastic as well over my proposal to become a city patrolman. I made it clear to them at the outset that I did not wish to function as an observer or reserve officer, but rather wanted to become a fully sworn and full-time member of their department for a period of between 4 and 6 months. I further stated that I hoped to spend most of this period working as a uniformed patrolman in those inner city beats most characterized by violence, poverty, social unrest, and high crime rates. They agreed to this, with the understanding that I would first have to meet the same requirements as any other police candidate. I would, for example, have to submit to a thorough character investigation, a physical examination, and would have to meet the same training standards applied to all other Florida police officers. Since I was to

be unpaid, I would be exempted from departmental civil service requirements.

Restyling an Image

Both Carson and Brown set about overcoming various administrative and insurance problems which had to be dealt with in advance of my becoming a police officer. Suppose, for example, I should be injured or killed in the line of duty, or should injure or kill someone else. What of the department and city's liability? These and other issues were gradually resolved with considerable effort on their part. The only stipulation set forth by both administrators was one with which I strongly agreed: for the sake of morale and confidence in the

"... I would first have to meet the same requirements as any other police candidate . . . a thorough character investigation, a physical examination . . . the same training standards. . . ."

department, every officer must know in advance exactly who I was and what I was doing. Other than being in the unusual position of a "patrolman-professor," I would be indistinguishable from other officers in every respect, from the standard issue .38 Smith and Wesson revolver I would carry to the badge and uniform I would wear.

The biggest and final obstacle which I faced was the necessity that I comply fully with a 1967 Florida Police Standards law, which requires that every police officer and deputy sheriff in the State complete a minimum of 280 hours of law enforcement training prior to being sworn in and assigned to regular duty. Since I had a

full-time university job nearly 200 miles from Jacksonville, this meant that I would be unable to attend the regular sheriff's academy. I would have to attend a certified academy in my own area, something which I arranged to do with Sheriff Carson's sponsorship.

For 4 months, 4 hours each evening and 5 nights a week, I attended the Tallahassee area police academy, along with 35 younger classmates. As a balding intellectual, I at first stood out as an oddity in the class of young men destined to become local law enforcement officers. With the passage of time, however, they came to accept me and I them. We joked, drank coffee, and struggled through various examinations and lessons together. At first known only as "the professor," the men later nicknamed me "Doc" over my good-natured protests.

As the days stretched into weeks and the weeks into months, I took lengthy notes on the interviewing of witnesses at crime scenes, investigated imaginary traffic accidents, and lifted fingerprints. Some nights I went home after hours of physical defense training with my uniformly younger and stronger peers with tired muscles, bruises, and the feeling that I should have my head examined for undertaking such a rugged project.

As someone who had never fired a handgun, I quickly grew accustomed to the noise of 35 revolvers firing at the cardboard silhouettes which our minds transformed into real assailants at the sound of the range whistle. I learned how to properly make car stops, approach a front door or darkened building, question suspects, and a thousand other things that every modern police officer must know. After what seemed an eternity, graduation from the academy finally came, and with it what was to become the most difficult but rewarding educational experience of my life: I became a policeman.

The School of Hard Knocks

I will never forget standing in front of the Jacksonville police station on that first day. I felt incredibly awkward and conspicuous in the new blue uniform and creaking leather. Whatever confidence in my ability to "do the job" I had gained during the academy seemed to evaporate as I stood there watching other blue figures hurrying in the evening rain toward assembly. After some minutes, I summoned the courage to walk into the station and into my new career as a core city patrolman.

That first day seems long ago now. As I write this, I have completed over 100 tours of duty as a patrolman. Although still a rookie officer, so much has happened in the short space of 6 months that I will never again be either the same man or the same scientist who stood in front of the station on that first day. While it is hard to even begin to describe within a brief article the many changes which have occurred within me during this time, I would like to share with fellow policemen and colleagues in the academic community a few of what I regard as the more important of what I will call my "street lessons."

I had always personally been of the opinion that police officers greatly exaggerate the amount of verbal disrespect and physical abuse to which they are subjected in the line of duty. During my first few hours as a street officer, I lived blissfully in a magic bubble which was soon to burst. As a college professor, I had grown accustomed to being treated with uniform respect and deference by those I encountered. I somehow naively assumed that this same quality of respect would carry over into my new role as a policeman. I was, after all, a representative of the law, identifiable to all by the badge and uniform I wore as someone dedicated to the protection of society. Surely that fact would entitle

me to a measure of respect and cooperation—or so I thought. I quickly found that my badge and uniform, rather than serving to shield me from such things as disrespect and violence, only acted as a magnet which drew me toward many individuals who hated what I represented.

I had discounted on my first evening the warning of a veteran sergeant who, after hearing that I was about to begin work as a patrolman, shook his head and cautioned, "You'd better watch yourself out there, Professor! It gets pretty rough sometimes!" I was soon to find out what he meant.

"After what seemed an eternity, graduation from the academy finally came, and with it what was to become the most difficult but rewarding educational experience of my life: I became a policeman."

Several hours into my first evening on the streets, my partner and I were dispatched to a bar in the downtown area to handle a disturbance complaint. Inside, we encountered a large and boisterous drunk who was arguing with the bartender and loudly refusing to leave. As someone with considerable experience as a correctional counselor and mental health worker, I hastened to take charge of the situation. "Excuse me, Sir," I smiled pleasantly at the drunk, "but I wonder if I could ask you to step outside and talk with me for just a minute?" The man stared at me

through bloodshot eyes in disbelief for a second, raising one hand to scratch the stubble of several days growth of beard. Then suddenly, without warning, it happened. He swung at me, luckily missing my face and striking me on the right shoulder. I couldn't believe it. What on earth had I done to provoke such a reaction? Before I could recover from my startled condition, he swung again—this time tearing my whistle chain from a shoulder epaulet. After a brief struggle, we had the still shouting, cursing man locked in the back of our cruiser. I stood there, breathing heavily with my hair in my eyes as I surveyed the damage to my new uniform and looked in bewilderment at my partner, who only smiled and clapped me affectionately on the back.

Theory v. Practice

"Something is very wrong," I remember thinking to myself in the front seat as we headed for the jail. I had used the same kind of gentle, rapport-building approach with countless offenders in prison and probation settings. It had always worked so well there. What was so different about being a policeman? In the days and weeks which followed, I was to learn the answer to this question the hard way. As a university professor, I had always sought to convey to students the idea that it is a mistake to exercise authority, to make decisions for other people, or rely upon orders and commands to accomplish something. As a police officer myself, I was forced time and again to do just that. For the first time in my life, I encountered individuals who interpreted kindness as weakness, as an invitation to disrespect or violence. I encountered men, women, and children who, in fear, desperation, or excitement, looked to the person behind my blue uniform and shield for guidance, con-

trol, and direction. As someone who had always condemned the exercise of authority, the acceptance of myself as an unavoidable symbol of authority came as a bitter lesson.

I found that there was a world of difference between encountering individuals, as I had, in mental health or correctional settings and facing them as the patrolman must: when they are violent, hysterical, desperate. When I put the uniform of a police officer on, I lost the luxury of sitting in an air-conditioned office with my pipe and books, calmly discussing with a rapist or armed robber the past problems which had led him into trouble with the law. Such offenders had seemed so innocent, so harmless in the sterile setting of prison. The often terrible crimes which they had committed were long since past, reduced like their victims to so many printed words on a page.

Now, as a police officer, I began to encounter the offender for the first time as a very real menace to my personal safety and the security of our society. The felon was no longer a harmless figure sitting in blue denims across my prison desk, a "victim" of society to be treated with compassion and leniency. He became an armed robber fleeing from the scene of a crime, a crazed maniac threatening his family with a gun, someone who might become my killer crouched behind the wheel of a car on a dark street.

Lesson in Fear

Like crime itself, fear quickly ceased to be an impersonal and abstract thing. It became something which I regularly experienced. It was a tightness in my stomach as I approached a warehouse where something had tripped a silent alarm. I could taste it as a dryness in my mouth as we raced with blue lights and siren toward the site of a "Signal

Zero" (armed and dangerous) call. For the first time in my life, I came to know—as every policeman knows—the true meaning of fear. Through shift after shift it stalked me, making my palms cold and sweaty, and pushing the adrenalin through my veins.

I recall particularly a dramatic lesson in the meaning of fear which took place shortly after I joined the force. My partner and I were on routine patrol one Saturday evening in a deteriorated area of cheap bars and pool halls when we observed a young male double-parked in the middle of the street. I pulled alongside and asked him in a civil manner to either park or drive on, whereupon he began loudly cursing us and shouting that we couldn't make him go anywhere. An angry crowd began to gather as we got out of our patrol car and ap-

"... lawful authority . . . is the only thing which stands between civilization and the jungle of lawlessness."

proached the man, who was by this time shouting that we were harassing him and calling to bystanders for assistance. As a criminology professor, some months earlier I would have urged that the police officer who was now myself simply leave the car double-parked and move on rather than risk an incident. As a policeman, however, I had come to realize that an officer can never back down from his responsibility to enforce the law. Whatever the risk to himself, every police officer understands that his ability to back up the lawful authority which he represents is the only thing which stands between civilization and the jungle of lawlessness.

The man continued to curse us and adamantly refused to move his car. As we placed him under arrest and attempted to move him to our cruiser,

an unidentified male and female rushed from the crowd which was steadily enlarging and sought to free him. In the ensuing struggle, a hysterical female unsnapped and tried to grab my service revolver, and the now angry mob began to converge on us. Suddenly, I was no longer an "ivory-tower" scholar watching typical police "overreaction" to a street incident—but I was part of it and fighting to remain alive and uninjured. I remember the sickening sensation of cold terror which filled my insides as I struggled to reach our car radio. I simultaneously put out a distress call and pressed the hidden electric release button on our shotgun rack as my partner sought to maintain his grip on the prisoner and hold the crowd at bay with his revolver.

How harshly I would have judged the officer who now grabbed the shotgun only a few months before. I rounded the rear of our cruiser with the weapon and shouted at the mob to move back. The memory flashed through my mind that I had always argued that policemen should not be allowed to carry shotguns because of their "offensive" character and the potential damage to community relations as a result of their display. How readily as a criminology professor I would have condemned the officer who was now myself, trembling with fear and anxiety and menacing an "unarmed" assembly with an "offensive" weapon. But circumstances had dramatically changed my perspective, for now it was *my* life and safety that were in danger, *my* wife and child who might be mourning. Not "a policeman" or Patrolman Smith—but *me*, George Kirkham! I felt accordingly bitter when I saw the individual who had provoked this near riot back on the streets the next night, laughing as though our charge of "resisting arrest with violence" was a big joke. Like my partner, I found myself feeling angry and frustrated shortly after-

ward when this same individual was allowed to plead guilty to a reduced charge of "breach of peace."

Loud Defendants and Silent Victims

As someone who had always been greatly concerned about the rights of offenders, I now began to consider for the first time the rights of police officers. As a police officer, I felt that my efforts to protect society and maintain my personal safety were menaced by many of the very court decisions and lenient parole board actions I had always been eager to defend. An educated man, I could not answer the questions of my fellow officers as to why those who kill and maim policemen, men who are involved in no less honorable an activity than holding our society together, should so often be subjected to minor penalties. I grew weary of carefully following difficult legal restrictions, while thugs and hoodlums consistently twisted the law to their own advantage. I remember standing in the street one evening and reading a heroin "pusher" his rights, only to have him convulse with laughter halfway through and finish reciting them, word for word, from memory. He had been given his "rights" under the law, but what about the rights of those who were the victims of people like himself? For the first time, questions such as these began to bother me.

As a corrections worker and someone raised in a comfortable middle class home, I had always been insulated from the kind of human misery and tragedy which become part of the policeman's everyday life. Now, the often terrible sights, sounds, and smells of my job began to haunt me hours after I had taken the blue uniform and badge off. Some nights I would lie in bed unable to sleep, trying desperately to forget the things I had seen during a particular tour of

duty: the rat-infested shacks that served as homes to those far less fortunate than I, a teenage boy dying in my arms after being struck by a car, small children clad in rags with stomachs bloated from hunger playing in a urine-spattered hall, the victim of a robbery senselessly beaten and murdered.

In my new role as a police officer, I found that the victims of crime ceased to be impersonal statistics. As a corrections worker and criminology professor, I had never given much thought to those who are victimized by criminals in our society. Now the sight of so many lives ruthlessly damaged and destroyed by the perpetrators of crime left me preoccupied with the question of society's responsibility

"As a corrections worker and criminology professor, I had never given much thought to those who are victimized by criminals in our society."

to protect the men, women, and children who are victimized daily.

For all the tragic victims of crime I have seen during the past 6 months, one case stands out above all. There was an elderly man who lived with his dog in my apartment building downtown. He was a retired bus driver and his wife was long deceased. As time went by, I became friends with the old man and his dog. I could usually count on finding both of them standing at the corner on my way to work. I would engage in casual conversation with the old man, and sometimes he and his dog would walk several blocks toward the station with me. They were both as predictable as a clock: each evening around 7, the old man would walk to the same small restaurant several blocks away, where

he would eat his evening meal while the dog waited dutifully outside.

One evening my partner and I received a call to a street shooting near my apartment building. My heart sank as we pulled up and I saw the old man's mutt in a crowd of people gathered on the sidewalk. The old man was lying on his back, in a large pool of blood, half trying to brace himself on an elbow. He clutched a bullet wound in his chest and gasped to me that three young men had stopped him and demanded his money. After taking his wallet and seeing how little he had, they shot him and left him on the street. As a police officer, I was enraged time and again at the cruelty and senselessness of acts such as this, at the arrogance of brazen thugs who prey with impunity on innocent citizens.

A Different Perspective

The same kinds of daily stresses which affected my fellow officers soon began to take their toll on me. I became sick and tired of being reviled and attacked by criminals who could usually find a most sympathetic audience in judges and jurors eager to understand their side of things and provide them with "another chance." I grew tired of living under the ax of news media and community pressure groups, eager to seize upon the slightest mistake made by myself or a fellow police officer.

As a criminology professor, I had always enjoyed the luxury of having great amounts of time in which to make difficult decisions. As a police officer, however, I found myself forced to make the most critical choices in a time frame of seconds, rather than days: to shoot or not to shoot, to arrest or not to arrest, to give chase or let go—always with the nagging certainty that others, those with great amounts of time in which to analyze and think, stood ready to judge and

condemn me for whatever action I might take or fail to take. I found myself not only forced to live a life consisting of seconds and adrenalin, but also forced to deal with human problems which were infinitely more difficult than anything I had ever confronted in a correctional or mental health setting. Family fights, mental illness, potentially explosive crowd situations, dangerous individuals—I found myself progressively awed by the complexity of tasks faced by men whose work I once thought was fairly simple and straightforward.

Indeed, I would like to take the average clinical psychologist or psychiatrist and invite him to function for just a day in the world of the policeman, to confront people whose problems are both serious and in need of immediate solution. I would invite him to walk, as I have, into a smoke-filled pool room where five or six angry men are swinging cues at one another. I would like the prison counselor and parole officer to see their client Jones—not calm and composed in an office setting, but as the street cop sees him—beating his small child with a heavy belt buckle, or kicking his pregnant wife. I wish that they, and every judge and juror in our country, could see the ravages of crime as the cop on the beat must: innocent people cut, shot, beaten, raped, robbed, and murdered. It would, I feel certain, give them a different perspective on crime and criminals, just as it has me.

Humaneness in Uniform

For all the human misery and suffering which police officers must witness in their work, I found myself amazed at the incredible humanity and compassion which seems to characterize most of them. My own stereotypes of the brutal, sadistic cop were time and again shattered by the sight of humanitarian kindness on the part

of the thin blue line: a young patrolman giving mouth to mouth resuscitation to a filthy derelict; a grizzled old veteran embarrassed when I discovered the bags of jelly beans which he carried in the trunk of his car for impoverished ghetto kids—to whom he was the closest thing to an Easter Bunny they would ever know; an officer giving money out of his own pocket to a hungry and stranded family he would probably never see again; and another patrolman taking the trouble to drop by on his own time in order to give worried parents information about their problem son or daughter.

As a police officer, I found myself repeatedly surprised at the ability of my fellow patrolmen to withstand the often enormous daily pressures of their work. Long hours, frustration, danger, and anxiety—all seemed to be taken in stride as just part of the reality of being a cop. I went eventually through the humbling discovery that I, like the men in blue with whom I worked, was simply a human being with definite limits to the amount of stress I could endure in a given period of time.

I recall in particular one evening when this point was dramatized to me. It had been a long, hard shift—one which ended with a high-speed chase of a stolen car in which we narrowly escaped serious injury when another vehicle pulled in front of our patrol car. As we checked off duty, I was vaguely aware of feeling tired and tense. My partner and I were headed for a restaurant and a bite of breakfast when we both heard the unmistakable sound of breaking glass coming from a church and spotted two long-haired teenage boys running from the area. We confronted them and I asked one for identification, displaying my own police identification. He sneered at me, cursed, and turned to walk away. The next thing I knew I had grabbed the youth by

his shirt and spun him around, shouting, "I'm talking to you, punk!" I felt my partner's arm on my shoulder and heard his reassuring voice behind me, "Take it easy, Doc!" I released my grip on the adolescent and stood silently for several seconds, unable to accept the inescapable reality that I had "lost my cool." My mind flashed back to a lecture during which I had told my students, "Any man who is not able to maintain absolute control of his emotions at all times has no business being a police officer." I was at the time of this incident director of a human relations project designed to teach policemen "emotional control" skills. Now here I was, an "emotional control" expert, being told to calm down by a patrolman!

A Complex Challenge

As someone who had always regarded policemen as a "paranoid" lot, I discovered in the daily round of violence which became part of my life that chronic suspiciousness is something that a good cop cultivates in the interest of going home to his family each evening. Like so many other officers, my daily exposure to street crime soon had me carrying an off-duty weapon virtually everywhere I went. I began to become watchful of who and what was around me, as things began to acquire a new meaning: an open door, someone loitering on a dark corner, a rear license plate covered with dirt. My personality began to change slowly according to my family, friends, and colleagues as my career as a policeman progressed. Once quick to drop critical barbs about policemen to intellectual friends, I now became extremely sensitive about such remarks—and several times became engaged in heated arguments over them.

As a police officer myself, I found that society demands too much of its policemen: not only are they expected

to enforce the law, but to be curbside psychiatrists, marriage counselors, social workers, and even ministers, and doctors. I found that a good street officer combines in his daily work splinters of each of these complex professions and many more. Certainly it is unreasonable for us to ask so much of the men in blue; yet we must, for there is simply no one else to whom we can turn for help in the kind of crises and problems policemen deal with. No one else wants to counsel a family with problems at 3 a.m. on Sunday; no one else wants to enter a darkened building after a burglary; no one else wants to confront a robber or madman with a gun. No one else wants to stare poverty, mental illness, and human tragedy in the face day after day, to pick up the pieces of shattered lives.

As a policeman myself, I have often asked myself the questions: "Why does a man become a cop?" "What makes him stay with it?" Surely it's not the disrespect, the legal restrictions which make the job increasingly rough, the long hours and low pay, or the risk of being killed or injured trying to protect people who often don't seem to care.

The only answer to this question I have been able to arrive at is one based on my own limited experience as a policeman. Night after night, I came home and took off the badge and blue uniform with a sense of satisfaction and contribution to society that I have never known in any other job. Somehow that feeling seemed to make everything—the disrespect, the danger, the boredom—worthwhile.

An Invaluable Education

For too long now, we in America's colleges and universities have conveyed to young men and women the subtle message that there is somehow something wrong with "being a cop."

It's time for *that* to stop. This point was forcibly brought home to me one evening not long ago. I had just completed a day shift and had to rush back to the university with no chance to change out of uniform for a late afternoon class. As I rushed into my office to pick up my lecture notes, my secretary's jaw dropped at the sight of the uniform. "Why, Dr. Kirkham, you're not going to go to class looking like *that*, are you?" I felt momentarily embarrassed, and then struck by the realization that I would not feel the need to apologize if I appeared before my students with long hair or a beard. Free love advocates and hate-monger revolutionaries do not apologize for their group memberships, so why should someone whose appearance symbolizes a commitment to serve and protect society? "Why not," I replied with a slight smile, "I'm proud to be a cop!" I picked up my notes and went on to class.

Let me conclude this article by saying that I would hope that other educators might take the trouble to observe firsthand some of the policeman's problems before being so quick to condemn and pass judgment on the thin blue line. We are all familiar with the old expression which urges us to refrain from judging the worth of another man's actions until we have walked at least a mile in his shoes. To be sure, I have not walked that mile as a rookie patrolman with barely 6 months' experience. But I have at least tried the shoes on and taken a few difficult steps in them. Those few steps have given me a profoundly new understanding and appreciation of our police, and have left me with the humbling realization that possession of a Ph. D. does not give a man a corner on knowledge, or place him in the lofty position where he cannot take lessons from those less educated than himself.

Dr. Kirkham discusses lecture he is about to give his criminology students at Florida State University in Tallahassee while attired in his uniform.



ANOTHER MAN'S SHOES

In 1974, a university professor of criminology, Dr. George L. Kirkham, told about his experiences working as a policeman and how they changed his understanding of why a policeman thinks as he does.

Dr. Kirkham used to criticize the police a great deal. He believed the police were too rough and looked for trouble. His university students said he was wrong, so he decided to see for himself how a police force operated. He arranged to take 280 hours of training and then work for six months as a patrolman in a very poor area of the city.

As a university professor, Dr. Kirkham had always been respected. He was shocked to see how people treated him as a policeman.

The chart following shows the differences he found.

Experience As A Professor And Social Counsellor	Experience As A Policeman
1. Enjoyed his work.	1. Experienced fear in his work.
2. Had time to consider action.	2. Had to make critical choices within seconds.
3. Criticized police for using firearms to control a mob.	3. Saw his own life being in danger. Firearms welcome.
4. Had never thought about the victims of crime.	4. Saw the human misery and tragedy of victims of crime.
5. Main concern was to treat convicted criminals with compassion and leniency.	5. Concerned with need to protect law-abiding citizens.
6. Said that any person who could not keep absolute control over his emotions should not be a policeman.	6. Once, when questioning a youth, the youth swore at him. He became so angry that he grabbed at the youth and had to be held back by another policeman.
7. Considered policing a straight law-enforcement job.	7. Saw police expected to act as psychologist, minister or priest and doctor.
8. Job satisfaction.	8. A feeling of satisfaction and contribution to society that he had never known before.

LESSON 4

TOPIC

Citizenship

PURPOSE

To develop the concept of citizenship.

OBJECTIVES

1. Knowledge

- (a) Identify possible consequences of given actions.
- (b) Demonstrate the concept of a continuum as a line joining two extreme positions and allowing for the placement of other positions.

2. Skill

Interpret a poem.

MATERIALS

Student Handouts: 3-6, "The Unknown Citizen" (p.116)
3-7, "Opposition" (p.117)
3-8, "Apathy" (p.118-119)

PROCEDURE

1. Allow students to read the poems or read the poems to the students and draw out, through discussion, the meanings of each poem.
2. Explain the concept of a continuum (a line drawn between two opposites) and draw several examples on the chalkboard.
3. Draw a continuum on the chalkboard placing the "Unknown Citizen" at one end and "Opposition" at the other end. Have students draw a continuum in their data books and place a mark on it where they think

"good citizens" should be. Have them write down why they marked that spot. They should now add this to their "Citizenship" section in their data books.

4. Hand out the newspaper article "Apathy" and have students draw up a retrieval chart similar to the following:

Situation	CONSEQUENCES	
	Apathy	Action
e.g., Move out of suite - landlord does not return your damage deposit.	You lose your money. Landlord is free to do it again to someone else.	File with Small Claims Court - get money back. Landlord less likely to do it again. Landlord angry - says he will tell others you are a trouble-maker.

5. Working in pairs, have students read the article and complete the chart. Encourage students to hypothesize on other possible consequences.
6. Have the students add situations from their own personal experience when they did nothing, or when they took action.
7. Have the class draw up criteria for defining "good citizenship" in school and in the community.
8. Allow time again for students to add their thoughts to their "Citizenship" section in their data books. Remind them that they are gradually developing a personal understanding of the concept of citizenship.

THE UNKNOWN CITIZEN

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word, he was a saint,
For in everything he did he served the Greater Community.
Except for the War till the day he retired
He worked in a factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was popular with his mates and liked a drink.
The press are convinced that he bought a paper every day
And that his reactions to advertisements were normal in every way,
Policies taken out in his name prove that he was fully insured,
And his Health-card shows he was once in hospital but left it cured.
Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Instalment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car and a frigidaire.
Our researchers into Public Opinion are content
That he held the right opinions for the time of year;
When there was peace, he was for peace; when there was war, he went.
He was married and added five children to the population,
Which our Eugenist says was the right number for a parent of his generation.
And our teachers report he never interfered with their education.
Was he free? Was he happy? The question is absurd:
Had anything been wrong, we should certainly have heard.

Copyright: Auden, W.H., 1907
Faber and Faber Limited

Auden was educated at Gresham's School, Holt and Christ Church, Oxford. His poetry gave a characteristic tone to the literature of the thirties, and is at this period, full of satirical comments on the condition of society. In 1938, Auden went to the United States, and later became an American citizen.

OPPOSITION

In my youth
I was opposed to school,
And now, again,
I'm opposed to work.

Above all it is health
And righteousness that I hate the most
There's nothing so cruel to man
As health and honesty.

Of course I'm opposed to the "Japanese Spirit"
And duty and human feeling make me vomit.
I'm against any government anywhere
And make rude signs to authors' and artists' circles.

When I'm asked for what I was born,
Without scruple I'll reply "to oppose".
When I'm in the East
I want to go to the West.

I fasten my coat at the left, my shoes right and left.
My hakama I wear back to front and I ride a horse facing its buttocks.
What everyone else hates I like
And my greatest hate of all is people feeling the same.

This I believe: to oppose
Is the only fine thing in life;
To oppose is to live.
To oppose is to get a grip on the very self.

Copyright: Kaneko, Mitsuharu. "Opposition", English translation
copyright. The Penguin Book of Japanese Verse, translated
by Bownas, Geoffrey and Thwaite, Anthony (1964).

APATHY

Calgary Police Service

C R I M E P R E V E N T I O N

South Side Mirror, Calgary, Alberta
January 19, 1977

APATHY - ap-a-thy; n. 1) Lack of feeling or emotions: IMPASSIVENESS

2) Lack of interest or concern: INDIFFERENCE

The above is from Webster's New Collegiate Dictionary, 1976.

Having defined it, let us apply it. When you move out of your suite, the landlord fails to return your damage deposit within the statutory 10 days. You utter a few obscenities and say goodbye to what is rightfully yours. That is apathy. Your neighbour's dog runs at large and damages your garden. You repair your garden but do not say anything to the neighbour. That is apathy.

You see a child in a store stealing candy, but argue that as long as it is not your child it has nothing to do with you anyway, so you do not notify the clerk. That is apathy. You witness an accident and could give an excellent description of the hit-and-run vehicle, but you would rather not get involved, so you say nothing and continue on your way. That is apathy. Politics are a pain to you so you do not bother to vote on election day. That is apathy.

We could offer endless examples, but let us stop and review the consequences of apathy. Given the above examples.

- 1) you lost your money and the landlord is encouraged to commit the same act again;
- 2) the neighbour will continue to let his dog run at large and you and other neighbours will continue to have property damaged;
- 3) the store will lose money and will have to recover costs by charging higher prices and the child will continue to steal and eventually become a criminal;
- 4) the culprit "gets away with it" and the other person will have to pay his own damages, (collision insurance carries a deductible);
- 5) the wrong politician gets into power and wastes your tax dollars.

Apathy is like cancer. It spreads slowly and ceaselessly and breeds best in large cities. Would you like to be any of the above victims? Most likely not. But what to do? The encompassing rule is to stand up and fight for your rights and beliefs. In other words GET INVOLVED and do not be walked on. Even the federal government can be mistaken and proved wrong. (I have done it twice.)

Small claims court costs \$4.00 and the presence of a lawyer is frowned upon. It is NOT a "Perry-Mason-on-TV" ritual. Do not be afraid of losing a friend in your neighbour. Ask him to remedy the situation and prosecute him civilly and/or criminally if he does not. You have no friend to lose. Report the shop-stealer and get the child set right. You will do the child a favour as well as contribute to anti-inflation. Report the accident. You might be victimized and the rules changed some day - so how would you feel then? Exercise your right to vote and let your representatives know how you feel (there is not postage charge on mail to MP's).

The encompassing rule also applies to police contact. Abuse by an officer should be reported as well as commendations for work well done. Complaining to one's neighbour never solved a problem. Unprofessional actions should be corrected. Speak to the officer's superior and be prepared to show reason. In like manner, our superiors would also like to hear when you have been impressed. Unspoken words are the worst. Speak out, get involved and do not be a contributor to the cancer of apathy. The world won't wait for you.

Copyright: Archer-Shee, Cst. T.
C.P.O. D2

LESSON 5: OPTIONAL ACTIVITY

TOPIC

Lawyers - Judges

PURPOSE

To identify stereotypes held about lawyers and judges.

OBJECTIVES

Knowledge

Identify stereotypes held towards people in the legal system.

MATERIALS

None.

RESOURCE PEOPLE

If possible, have a lawyer/judge come to class and discuss that role.

PROCEDURES

1. Place the following characteristics on the chalkboard:

honest	loving	ambitious
forgiving	courageous	cheerful
bright	strong-willed	concerned
independent	inquisitive	tricky
hard-nosed	rich	open-minded
tough	agreeable	strict
sympathetic	caring	greedy

Have students select those characteristics they think a lawyer/judge should possess, and give orally or write in their data books, their reasons.

2. If possible, have a lawyer or judge do the same exercise. This could then form the basis for a discussion of the job qualities required.

3. The following newspaper article, "B.C, judges acquit selves, system" (3-B, p.122) may provide more ideas for discussion in the class or with a speaker. What are judges saying that will change your view of judges?
4. Assign a television program centering around a lawyer or a judge and have students describe the characteristics as shown on the program.

B.C. JUDGES ACQUIT SELVES, SYSTEM

KAMLOOPS, B.C.

Judges from each level of British Columbia's four-tier court system staged an unprecedented public forum here during the weekend and delivered frank judgements of the judiciary and justice system in Canada.

At a meeting of the Justice Councils of B.C., five judges fielded questions from the floor and acquitted themselves and the system of any major faults.

The judges said that while neither the law nor the judiciary makes any distinction between a rich and a poor litigant or accused person, there is a definite advantage in being able to afford the high-priced services of a skilled lawyer.

They said appointments to the bench at the federal level, although supposedly independent of politics, are clearly political in nature because they are approved by the cabinet of the government in power.

Victims of crimes of violence who often suffer heavy financial loss as a result of their injuries, should exercise their civil rights by suing their assailants for damages, they said.

FOLLOW WISHES

The judges said the Canadian justice system's propensity for sending people to prison is a reflection of how the judiciary, which actually is more tolerant than society, applies the public's hard-nosed wishes to the sentencing process.

The judges included Justice Smith of the B.C. Court of Appeal, Justice Jones of the B.C. Supreme Court, Judge Brown of the county court of Yale and provincial court Judges Black of Penticton and White of Kamloops.

Judge Brown said that judges, as ordinary human beings, lack supernatural qualities and are bound to bring with them into the courtroom certain biases and impressions.

Justice Smith said judges come to the bench with a variety of backgrounds and dispositions.

He said "some (judges) are strict and severe, some are easy-going and understanding," adding that is the strength of the system.

But he assured the 300 persons in the audience that judgements are based on the evidence, not on outside, extraneous matters, and stressed that there is always a higher court to intervene if a judge departs from the evidence.

Judge Black said there are no sentencing guidelines other than standards recommended by courts of appeal, and trial judges simply try to reflect what the community wants for its protection.

LESSON 6

TOPIC

Informed Decision-Making: The roles the average citizen might be expected to play in the legal justice system.

PURPOSE

To consider how we might/should act if we find ourselves in the role of witness, victim or juror.

OBJECTIVES

1. Value

- (a) Demonstrate a willingness to participate in group decision-making.
- (b) Understand that in a pluralistic society such as Canada, there are differing views towards "good" citizenship.
- (c) Be aware of the difference between how we think people should act and how we are personally willing to act in a given situation.
- (d) Consider the difference between moral reasoning and moral behaviour.

2. Knowledge

- (a) Identify possible consequences of given actions.
- (b) List alternative forms of action (including no action) when given a particular social issue.

3. Skill

- (a) Role-play in given situations.
- (b) Identify alternative forms of action and hypothesize the positive and negative consequences of each action.

MATERIALS

Student Handouts: 3-9, 3-10, 3-11, 3-12, 3-13, newspaper articles about instances of someone's experience as a witness, victim or juror. One set for each group.
(p.130-134)
3-14, "The Crime" (p.135-136)

PROCEDURE

This lesson will centre around possible alternative forms of action and possible consequences of the actions.

1. Begin by asking students either individually, in pairs or in threes, to list all the alternative kinds of action they might take in the following situations.

- (a) A member of your class opens her locker and you notice several things that you know have been lost by your friends.

Examples of responses you might get are:

- do nothing
- say and do nothing, but feel worried
- tell the teacher
- tell your friends
- call her a thief
- hit her and call her a thief
- pretend you did not see anything
- mention to her later that a lot of people have lost things recently
- express pleasure and say "Oh, good, you found Susan's pen!".
- tell her to return the property or you will report her
- tell her you will both return the things and ask why she collected them

- (b) The seven-year-old son of a family friend is breaking a branch from a tree in your garden.

Examples of responses you might get are:

- do nothing
- do nothing, but feel angry
- tell you mother or father
- tell your friends
- shout at the boy
- shake him
- pretend you did not see him
- try getting his attention away from the tree with a toy
- suggest he help you look after the tree so it will live
- show displeasure and tell him to stop it
- tell him to stop and try to interest him in something else

2. After the students have had time to list alternatives, have two students lead the class by recording the class suggestions on the chalkboard. Do this for both situations.
3. Students should now hypothesize the possible consequences of each form of action. It is not necessary to write these down. Ask for each consequence and determine whether they think it is positive or negative.
4. Explain that they will now be examining three roles in the legal system. These are roles they might be called upon to fulfill some day. They are:
 - (a) witness;
 - (b) victim;
 - (c) juror.
5. Working as a class, or in small groups, brainstorm (all ideas accepted) the alternative forms of action open to a person in the case of witness

to, or victim of, a crime.

Examples of responses:

(a) witness

- try to stop the "crime" yourself
- phone the police immediately
- ignore it
- watch and phone the police later
- get others to join you and try to stop the "crime"
- other . . .

(b) victim

- fight back
- try to talk the "criminal" out of the act
- join the criminal as a protector
- do nothing
- other . . .

6. Again, lead the class by recording on the chalkboard a list of possible alternatives. If your clippings on the bulletin board lend themselves to alternatives people have used, you might read them to the class or duplicate the Student Handouts (3-9, 3-10, 3-11, 3-12 and 3-13) for reading before they try to make up their own list.
7. Using the list of alternatives, have the class hypothesize possible consequences of each form of action (including no action). Try to have the students decide for each consequence whether it is positive or negative.

Example:

One alternative for a witness to a crime would be to call the police immediately from a nearby telephone booth.

Consequences might be:

- criminal would be caught quickly (positive)

- you would feel good about it (positive)
- the criminal would see you and attack you (negative)
- personal threats would be made against you (negative)

8. If the students have been working in small groups, have them share their lists of consequences. The teacher might compile one list on the chalkboard.
9. Remind students of the differences that sometimes arise when we compare what we should do to what we actually would do in a situation.
10. Now gather a list of consequences of being a juror (positive and negative).

Examples might be:

- (a) good feelings about being a "good" citizen;
 - (b) problems of being away from work;
 - (c) worry about making the "right" decision.
11. Hand out "The Crime". Have the students read the article and answer the following questions:
 - (a) If this situation came up, how would you expect people to act?
(Allow time for students to write their answers.) Then ask:
 - (b) If this situation came up, how would you act? (Allow time for writing.) Now ask the following and have students write their answers or simply discuss them.
 - (c) Would it make a difference where it took place? Why or why not?
 - e.g., - in Eastern Canada
 - in Alberta
 - in Calgary
 - in your neighbourhood

(d) Would it make a difference what other people did? If someone else ran to call the police, would that influence what you did? Why or why not?

12. The second article "The Crime" is an actual case also. Students could note the actions of this witness and the consequences. They could then hypothesize other possible consequences. The dates of the two articles should be noted and may give rise to some discussion about changes in our society.

The Province of Alberta compensates innocent victims of crime.

CONSEQUENCES OF BEING A VICTIM

\$2,126 awarded for loss of ear

EDMONTON (CP) — A Calgary man whose ear was torn off in an assault has been awarded \$2,126 by the Alberta Crimes Compensation Board.

██████████ was attacked last September as he attempted to control a brawl in a Calgary hotel. He was chased outside and attacked again, losing his right ear and suffering a dislocated thumb and cuts to his head.

Copyright: Calgary Herald
April 18, 1978

Finally someone stopped and saved her life

By Roger Simon
(Chicago Sun-Times)

It was a cold day and she had no gloves or scarf or boots. She sat on the concrete, unable to get up, as the cold began to creep up her limbs. Still, she waved at the cars.

"I waved for half an hour," she said. "People saw me, I could see them staring at me from the cars. They saw me and did not stop. They just kept going."

We all know we are supposed to help other people. We learn that at home and they teach us about the Good Samaritan in Sunday School. You help others and they help you.

A woman ended up dead in Chicago recently because she went door to door seeking escape from her kidnapper and nobody would take her in. The kidnapper caught up with her and killed her.

LIFE IS FEAR

Those people she went to in Chicago, like those people in Milwaukee, knew what life in the big city is all about. Life is about fear. If you don't get involved, maybe you'll live

longer. Even if it means letting someone else die.

lay dying on a Milwaukee street. She was 56 and already had a heart attack a few years ago. She had seven children and three grandchildren, and one of them, Michael, was with her now.

"I was going up the steps and all of a sudden I couldn't get my breath," she said. "I sat down on the concrete and I was so panicky. It was terrible. It was like a hand pressing on me. Michael was so scared, the poor thing. And I was scared, too."

CARS KEPT PASSING

The people in the cars

toward his car. And then the fear hit him. "Gee," he said. "Gee, I'm from Chicago and maybe I shouldn't be doing this."

She held onto him weakly. "Please, mister," she said. "A hospital. Please."

He put her in the front seat and Michael climbed into the back. "Where's the hospital?" he asked. But by that time, she could no longer speak. The man looked at her in panic and then began driving.

WENT LIKE A ROCKET

"He went like a rocket," she said later. "He went through all the red lights. He went up and down the streets. He stopped people

and asked where the hospital was. Finally, somebody told him.

"He drove so fast to get me there. He drove up to the emergency door and ran out to get them and they came out for me. They told me later that five minutes more and I would be dead. That's how close it was. I was in critical condition for two weeks. They took Michael and gave him milk and cookies while they worked on me.

"The man — he just went away. He didn't give anybody his name. He just said he was from Chicago. And then he left. Hey, do I love you people in Chicago. I hope there's a lot

more down there like this.

"So listen, please put this in your newspaper and maybe he'll see it. Papers have all that garbage about how people are terrible to people. But here is a guy who saved a life.

"I hope he calls. I mean I don't think they'll arrest him because he went through all those red lights. I mean he had to. I just want to say thanks. I was in the hospital for those weeks and everybody at the hospital kept saying how amazing it was.

"We were all so surprised. We were just shocked. That somebody helped."

Copyright: Simon, Roger. © 1979
Field Enterprises, Inc. Courtesy
of Field Newspaper Syndicate. As
published in the Calgary Herald.

Delay reaching accident may have cost life

By Bob Beal

(Herald staff writer)

The death Tuesday of a 23-year-old Calgary man whose car plunged into Nose Creek might have been prevented had help had arrived sooner, police say.

The man was the sole occupant

of a car travelling south on Deerfoot Trail when he apparently lost control, drove over ramps and dividers at the junction of Deerfoot and 16 Ave. N.E., went through a chain link fence and ended up in the middle of Nose Creek south of 16 Ave.

Although the accident happened

at 6:30 p.m., no one called police until almost an hour later.

Traffic constable [redacted] said police believe the man had an epileptic seizure and eventually died of drowning, not from injuries suffered in the accident.

He said traffic would have been

heavy on Deerfoot Trail at that time, and if someone had reported the accident quickly or stopped to help, the man might not have died.

"If somebody had stopped right away, there's a possibility this fellow would still be alive," Jarvis said. But "once the guy went over the bank of the creek, you couldn't see it whatsoever" and subsequent passers-by wouldn't have noticed anything wrong.

A motorist travelling east on 16 Ave. did see the accident, but he later told police he thought one of the several cars he saw at the time on Deerfoot Trail would have stopped.

That motorist checked out of a nearby motel, then went back to the accident scene to see what had happened. When he found no one around, he located the car in the creek, then flagged down a truck equipped with a citizen's band radio.

That caused a further delay. The police dispatcher got the call as a "suspicious auto" in the creek, so police didn't put a high priority on it.

An autopsy will be carried out today.



Herald photo by Sue Brun

FIREMAN HELPS TOWING DRIVER ATTACH CABLE TO CAR

... vehicle lay in creek near busy thoroughfare, but no one bothered to stop to rescue driver

Copyright: _____
Beal, Bob.
Calgary Herald.

Radio buffs form committee to give police helping hand

By Cristine Bye

(Herald staff writer)

Calgary's 50,000 citizens' band radio fans will soon form a giant, modern-day vigilante committee to help police fight crime.

Police say a plan to recruit volunteer "CB-ers" may be in operation by this summer — as soon as the department gets a citizens' band radio installed.

It will be one of the first such programs organized by police in a major Canadian city.

Participation urged

"In the last five years we've really pushed to get John Citizen to advise the police of any suspicious things they see," says deputy police chief [REDACTED].

He says the new police CB radio, to be monitored 24 hours a day, will involve thousands of CB users in helping police prevent crimes ranging from shop-breakings and stolen cars to child molesting.

The force has already enlisted the aid of one major CB radio club to locate stolen vehicles, says Staff Sgt. [REDACTED], in charge of communications.

Sends stolen car list

Two weeks ago he began sending the Rodeo React club weekly lists of cars that have been stolen in the city, with the idea that members might spot some of the vehicles in their daily travels and phone him. It's still too soon to tell how well that plan's working out, he says.

[REDACTED] says CB clubs in the past have often responded to police requests to patrol residential streets on Halloween and search for missing children.

And the major clubs he's talked to so far seem willing to participate voluntarily in the new plan, he says.

50,000 radio users

He estimates there are a total of 40,000 registered and 10,000 non-registered CB users in the city.

"If we get 50,000 vehicles running around out there, they're going to see an awful lot," he says.

He says he does worry some about over-zealous volunteers who might try to take the law into their own hands. But he's confident that most CB volunteers will leave police work to the police.

[REDACTED] says they won't encourage CB users to do more than provide police with information.

"We would certainly frown on anybody trying to play cop. Of

course, they can make citizens' arrests, but we don't encourage them to get involved."

Fake calls no worry

[REDACTED] says he doesn't expect to get many phoney complaints from CB informants. Police running a similar volunteer program in Chilliwack, B.C., found that, over a four-month period, only 17 of 110 Criminal Code charges resulting from CB calls proved unfounded.

[REDACTED] says police in rural Ontario and other rural parts of Canada are currently using CB volunteer programs. When Calgary's system gets going, it'll be one of the first in a major urban centre, he says.

Edmonton police, too, are hoping to have a similar program soon.

Calgary Herald, Saturday, March 18, 1978

Boy drowns when onlookers refuse to go in polluted water

MONTREAL (CP) — About a dozen people watched a seven-year-old boy drown Saturday and refused to jump into the Riviere des Prairies to save him, saying the water was too polluted.

Police said [REDACTED] of Montreal slipped off a wharf near a spot where untreated sewage is dumped into the river.

"We're not going in there — the water is much too dirty," witnesses

quoted one onlooker as saying.

Some people even left the scene as the boy's father, a non-swimmer, thrashed about in the water and screamed for help.

A boater fished the boy's body out of the river about 25 minutes later.

"It makes you wonder about how human people are," a police officer remarked. "The boy probably would have been saved."

THE CRIME

HE'S STABBED ON STREET
Man Dying; No One Helps
Man Lies
Dying; No One Helps

Free Press
Sunday,
June 26, 1977

An 86-year-old retiree lay bleeding to death from knife wounds Saturday on a Cambrian street while half a dozen people looked on and did nothing, a witness said.

"'They wouldn't even come to my rescue.' That's what he said, And that's the last thing I heard him say," said Roger Hughes, 53.

Hughes works at a grocery a few yards from the spot on Northmount near Cambrian where Jack Day of 1522 Cambrian St. was stabbed to death in an apparent robbery attempt about 10 a.m.

According to witnesses, Day was getting out of his car when he was assaulted by a man between 18 and 25 years of age.

Wendy Price, a cashier at Bob's Market, 1355 Northmount Blvd. said she was waiting on a customer when she heard someone holler for help.

She looked out the window and saw Day slumped on the curb near his car and a man leaning over him. "It looked as if he was beating him", the cashier said.

Four or five men were standing in front of her store just watching, she said.

Hughes also heard the victim's shouts for help. He ran out of Wally's Market at 1341 Northmount and "saw people down the street facing this way. Evidently, they saw what was going on."

'At first I thought the man was having a seizure. I said, "You people see this man needs help. What are you standing there for?'

"Then I saw a young man with a knife. It looked like a stiletto. I shouted 'You punk, don't you stab that man again.'

He ran across Northmount and disappeared down an alley between the first two houses on Cambrian," Hughes said.

"He cut him more than one time, because he was trying to stop the old man from hollering and he wouldn't," Hughes said. Police said Day died of stab wounds to the chest.

After the attack, Day dragged himself up from the pavement and leaned against his car, as if attempting to get inside. He died at General Hospital at 11:20 a.m.

By late Saturday North Zone detectives reported they had no suspects.

They said Day's wallet had been stolen but they did not disclose how much money may have been taken.

Day was a retired Atco employee and a steward at St. Luke's Church. He had lived in the city for 40 years, according to his cousin, Rita Sims.

He lived with his wife, Lorna, 84, a stroke victim. The couple had no children.

Mrs. Sims said she usually cooked dinner for the elderly couple on Saturday evenings and Day was probably on his way to buy groceries when he was killed.

THE FOREGOING IS ADAPTED FROM AN ACTUAL CASE.

THE CRIME

1933 - Three muggers attacked Shirley Smith on a busy city street today and grabbed her purse. They strolled away. At first no one helped. Then a young man tried to stop one of the muggers. The three muggers jumped into a taxi. The young man stood in front of it. Then a crowd of about 100 people surrounded the cab and threatened the muggers. They were so scared they locked themselves inside until the police came and 'rescued' them.

LESSON 7

TOPIC

Citizenship

PURPOSE

To develop tentative criteria for judging the concept of "good citizenship".

OBJECTIVES

Value

- (a) Compare personal values and the values of others regarding "law and order".
- (b) Demonstrate a willingness to participate in group decision-making.
- (c) Support a personal meaning of citizenship.
- (d) Understand that in a pluralistic society such as Canada, there are differing views towards "good" citizenship.

MATERIALS

Chalkboard

PROCEDURE

1. Through class discussion, draw up a list of qualities of a "good" citizen, or give students a list of qualities.

Example:

- votes;
- respects and obeys laws;
- questions laws that do not seem just;
- is honest;
- is sincere;

- displays leadership ability;
 - appreciates the views of others;
 - brings to public attention misuse of the law;
 - loyal to country, province or city;
 - reads widely about current affairs;
 - pickets against injustice;
 - accepts criticism and criticizes;
 - treats the environment with care.
2. Check those qualities considered most important (no more than ten).
 3. Working now in pairs or threes, come to a consensus on the five most important qualities of a "good" citizen and give reasons for each choice.
 4. Have one person from each group tell the class their five choices and their reasons for those choices.
 5. Allow time for students to record their thoughts on citizenship in their data book or files.
 6. Bring students back to the original issue: "How should the individual relate to the legal system?". Remind them of this central issue and then raise the research questions in terms of what they have just studied.

REMINDER

Wall Charts

Questions we have???? Generalizations learned.

Examples might be:

- Because Canada is a pluralistic society, there are differing views on "good" citizenship.
- The greater the diversity of values in a society, the greater the likelihood of interpersonal conflict.
- "Rule of Law" means that the police are also subject to the law.
- Police do not make the laws.
- Citizenship decision-making centres around a knowledge of alternatives, consequences and personal values.

EVALUATIONMarks

1. Define stereotype in your own words and give two examples of stereotypes sometimes held by people.

(a)

(b)

3

2. Define "empathy" in your own words and give an example.

2

3. Define "apathy" in your own words and give an example.

2

4. (a) Draw a continuum showing two extreme positions regarding citizenship. Identify the two positions

2

- (b) Place a mark (/) on the continuum where you think "good citizenship" should be. (Remember, there is no right or wrong answer. This is your opinion.)

1

- (c) Explain what you think "good citizenship" is and why you put the mark where you did. (You will be graded on the thoughtfulness and logic of your answer.)

4

Marks

5. Read the story in the box below. Then identify the following:

(a) Three (3) alternatives open to Susan,

(i) _____

(ii) _____

(iii) _____

3

(b) Two (2) positive consequences of each alternative.

(i) _____

(ii) _____

3

(c) Two (2) negative consequences of each alternative.

(i) _____

(ii) _____

3

Susan Brown was hurrying home late one night when she saw someone crawling into the basement window of a neighbour's house. She knew the neighbours were on vacation.

6. Regarding the same story about Susan Brown, which alternative might you choose? Explain why you made this choice.

2

TOTAL

25

PART IV

Parts of the Institution

TEACHER BACKGROUND

Refer to "Small Claims Court" (page 161) and read before teaching the lessons.

It is far more likely that the average person's contact with the law will be in the civil courts rather than the criminal courts. It is important that the students do not think only of criminal justice in a law-related course.

As the class brings in newspaper clippings, summaries of T.V. and radio items, etc., it will be important that they see the number of civil matters going through the courts. If students are collecting only criminal items, the teacher will have to draw this to their attention and assist in gathering items about civil cases.

The teacher should also watch the items being brought in by the three "legislative" groups (Part II - Municipal, Provincial, Federal) and use these to point out the civil matters.

One area of civil law that touches the lives of many people is the Small Claims Court. We have chosen this court to demonstrate civil law. The following background should provide enough information to handle the lessons.

Note that there are two approaches to the Small Claims Court proceedings. The first is a simple classroom technique. The second is a full mock trial which is optional.

Once it is clearly established that Civil law affects more people more often, this part looks at Criminal Law and how young people might be affected by it. The lessons chosen here reflect the concerns of police, lawyers and judges.

We will also look at the Criminal Justice System. There are several major points to be made in this section. They will emerge through the lessons in this unit. Briefly they are:

1. Decision-making in the courts involves more than the "facts".
When youth are involved, such things as "good homes" (i.e., families willing to accept responsibility for the youth), school records, and previous problems with the law are all taken into account.
2. In Canada, there is no "reading of one's rights" when being arrested. This is strictly an American practice.
3. There is special treatment for juveniles but a judge can, at his or her own discretion, move a youth into adult court, where consequences will be those given to adults.
4. Any person accompanying another who commits an offense is also guilty under the law.
5. Judges have the flexibility to vary the strength of enforcement.
For example, if a judge has decided that there has been a marked increase in juvenile vandalism, the judge may lean towards heavier penalties than has usually been the case.

TEACHER BACKGROUND TO

SMALL CLAIMS COURT

Small Claims Court is the court to which a person can bring an action without needing the services of a lawyer (lawyers may be retained and present to handle your case - but economics usually dictate that the parties appearing simply represent themselves). It is an informal environment where the person bringing the claim (the Plaintiff) and the person defending the claim (the Defendant) may appear and speak for themselves, without lawyers, before a judge who then decides the claim either in favour of the Plaintiff or the Defendant.

KINDS OF CLAIMS TAKEN TO SMALL CLAIMS COURT

Small Claims Court can only hear certain kinds of claims for debt and damages. First of all, the largest amount you may claim for through the court is \$1,000. If someone owes you \$750 either as a debt (an unpaid loan, an N.S.F. cheque, several months' rent) or damages (from a motor vehicle accident, poor construction job, services paid for but not performed or vice versa) then you may take your claim for \$750 to Small Claims Court. However, if the amount you are suing for is \$1,200, then you cannot take your claim to Small Claims Court unless you are prepared to reduce the claim to \$1,000 and forget the other \$200.

If you do not wish to do this, then you will have to go to District Court to recover the debt or damages. This may cost you more and may require the hiring of legal counsel.

Besides the monetary limitations of \$1,000, there are certain kinds of claims that cannot be taken to Small Claims Court. The court will not hear any land title concerns, nor will it hear disputes dealing with wills and estates, nor those where the claim is for malicious prosecution, false imprisonment, defamation, seduction or breach of promise of marriage, return of goods, nor action against judges or other peace officers (the police, the Sheriff) for anything done by them while executing the duties of their office.

Some of the more common claims that the court will hear are such things as landlord/tenant concerns (return of security deposits, damages to premises, non-payment of rent); motor vehicle accidents in which there is damage of \$1,000 or less, or where there has been personal injury of \$1,000 or less; cases involving fraud or mistake with regard to personal property (any property other than land); services (paying someone to do some repair work on your home and then the work not being done); or any debt that does not exceed \$1,000.

JUDICIAL DISTRICTS

There is also a restriction on where you may bring your claim. There are 12 Judicial Districts in Alberta - Calgary,

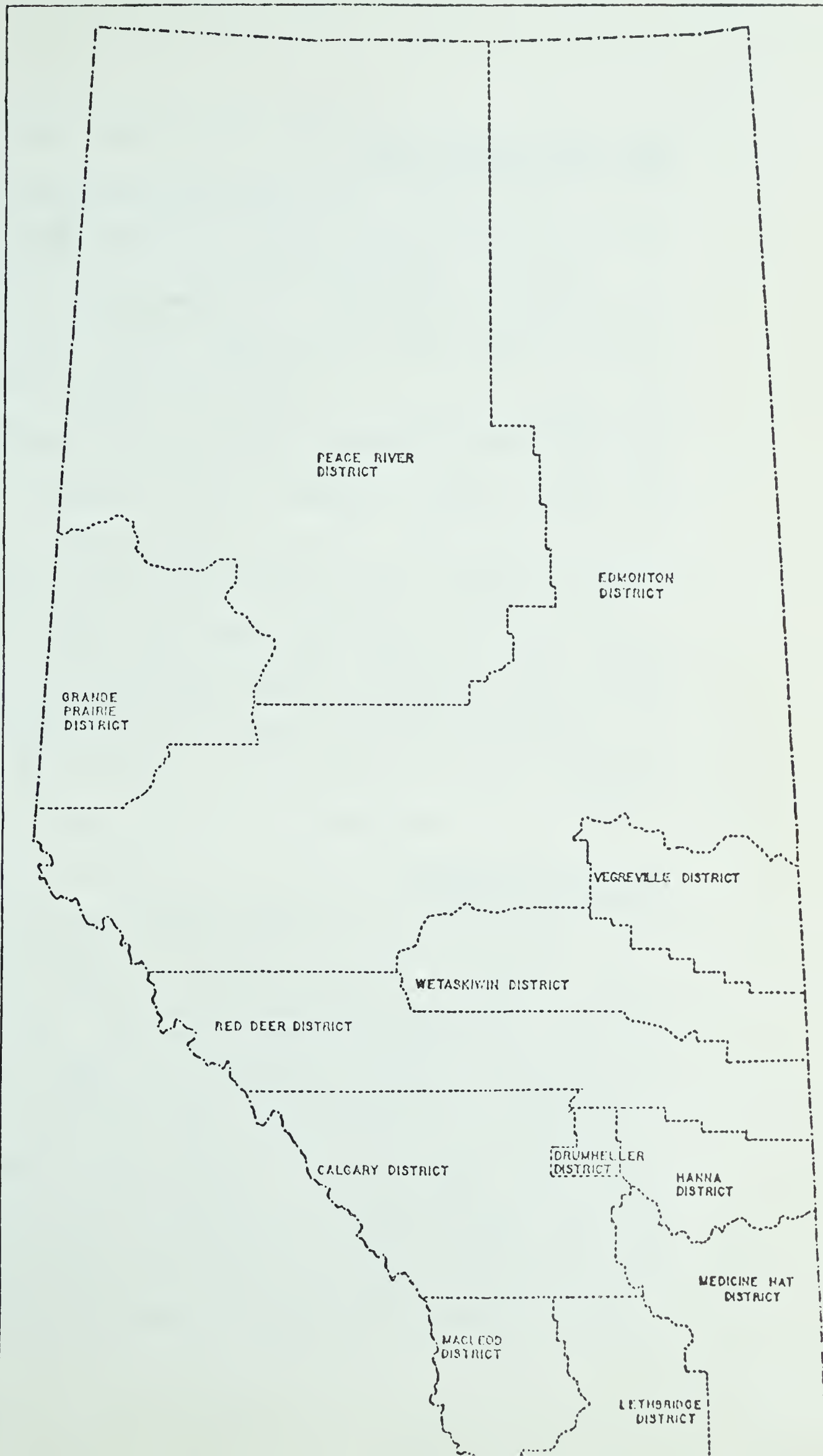
Edmonton, Grande Prairie, Red Deer, Vegreville, Wetaskiwin, Peace River, Lethbridge, Hanna, Macleod, Medicine Hat, and Drumheller. There is a Small Claims Court in each of these districts and where you must bring your claim depends upon where the Defendant (the person or company) either lives or carries on business, or where the cause of the action (say a motor vehicle accident) took place.

Example: You had a car accident while visiting Red Deer, involving the vehicle of a person who lives in Red Deer. You would have to bring your claim in the Small Claims Court in Red Deer Judicial District.

Example: You are bringing suit against a landlord or company that rented you an apartment for the return of your security deposit, and you have moved to Edmonton, but the landlord and the apartment are in Calgary. You would have to bring your suit in Small Claims Court in Calgary Judicial District.

The staff of the Small Claims Court at the court house nearest where you live will be able to advise you as to the proper judicial district in which you should bring your claim.

These are the judicial districts of Alberta. There is a Small Claims Court located in each, having territorial jurisdiction over the entire district.



TIME LIMITATIONS ON CLAIMS

There is also a time limit on how long you may wait to make your claim. The length of time varies with the kind of claim, but generally you must begin an action dealing with a motor vehicle accident within 2 years of the accident. With a debt action, you must begin the action within 6 years of the debt first taking place OR 6 years from the time that the Defendant last acknowledged the debt (either by making a payment, or some statement as to the existence of the debt). In all other damage actions, the limitation of time is usually 6 years from the time the damage took place; however, this is a complex area of the law and legal advice in this regard should be obtained in order to make sure that you are bringing your claim within the correct time limitation for your specific situation.

FINAL CONSIDERATIONS

The last thing you should consider before you start your claim, is whether or not you will be able to collect monies awarded you if you are successful in Small Claims Court. The court does not have the power to enforce its judgements; therefore, if a Defendant still refuses to pay you the monies owed, you will have to take further legal steps to collect. Such procedures as Garnisheeing of Wages and Seizure of Goods by the Sheriff are often necessary, even after the court has awarded you your claim. You should be prepared to pursue these steps if necessary, or you will have wasted your time.

Another consideration is that the Defendant simply cannot pay, or does not earn enough money to make it possible to garnishee his wages. He may owe money to others, or his possessions may not be paid for and are still under conditional sales agreements. Therefore, they do not yet belong to him and thus cannot be seized by the Sheriff to satisfy your claim.

There are ways of checking to see what the Defendant does own and owe in order to find out if it is worthwhile taking him to court.

First of all, you can, for 75¢, have a search done through the Central Registry, Court House, to find out if any of the possessions of the potential Defendant are encumbered (if liens are attached to them, they are not paid for and are still under a conditional sale agreement). You can write to or go to the court house in any of the judicial districts mentioned earlier, give them the name and address of the person and request a three-year search (it does not take three years to do, it covers three years).

The second way of checking a person's situation is to find out what motor vehicles they own and whether there are any encumbrances on them. All encumbrances on motor vehicles are registered in the Motor Vehicle Branch, Department of Highways, Highways Building, 97th Avenue and 106th Street, Edmonton. You must first consult the Registration Department to obtain the serial number of any vehicles registered in the name of the person being searched; and then you must consult the Central Registry office

of the Motor Vehicles Branch (different than the one in the court house mentioned earlier) which will provide you with a list of encumbrances when given the serial number(s).

Thirdly, you may write or visit the Sheriff's office in your judicial district and ask about any Writs of Execution against the person you intend to sue in Small Claims Court. If others have already brought suits against the person you intend to sue and are now garnisheeing his wages or effecting seizure on his property through the Sheriff, it may not be worth your while to bring further suit. For example, if you bring a successful suit in Small Claims Court for \$200 and then proceed to garnishee the Defendant's wages with the result that \$200 is paid into the court and forwarded to the clerk of the court to distribute to the Defendant's creditors, that \$200 will not necessarily go to you (not all of it, anyway). Money paid into the court for debts has to be divided between the creditors. If another creditor has Writs of Execution in the amount of \$5,000 and you have a claim of \$200, then the \$200 will be divided pro rata between the two of you. This means that the total debt of the Defendant is $\$5,000 + \$200 = \$5,200$. You will get $\$200/\$5,200$ of the \$200, and the other creditor will get $\$5,000/\$5,200$ of the \$200. That works out to \$7.69 for you and \$192.31 for the other creditor. In effect, you have helped to collect monies owing to the other creditor and have done all that work for \$7.69. It may not be worth the effort if the

Defendant has many creditors waiting for their money.

Once you have decided (after all the above information has been considered) to sue, you are then ready to start the procedure of summoning the Defendant to Small Claims Court.

SMALL CLAIMS COURT

Judge

Court
Clerk

Tape
Recorder

Witness
Box

Plaintiff

Defendant

Public
Gallery

Public
Gallery

LESSONS 1 and 2

TOPIC

Civil Law: Small Claims Court

PURPOSE

To demonstrate how one area of civil law can affect the individual.

OBJECTIVES

1. Value

- (a) Demonstrate an awareness of the relationship between differing opinions and differing frames of reference.
- (b) Empathize with various points of view.
- (c) Demonstrate a willingness to participate in group discussions.
- (d) Value the need to consider varying points of view.

2. Knowledge

Define and apply the concept "point of view".

MATERIAL

Student Handout: 4-1, "Cases in Small Claims Court" (p.156)

PROCEDURE

- 1. A short class discussion should centre around the major importance of civil law as opposed to criminal law. References could be made to some of the newspaper clippings.
- 2. Explain the purpose of the Small Claims Court and announce that students will take the roles of judge, plaintiff and defendant.

The advantages of this approach over a full mock trial are:

- (a) By using this approach, the students can be introduced into trial proceedings without much of the complexity of doing a mock trial.
 - (b) It saves much time. It can be done very easily within one classroom period.
 - (c) There are no minor roles. Each student is critically involved as a major character.
 - (d) Since the students are working in triads, shy or reluctant people are not forced to role-play or act in front of others.
 - (e) This can be an ideal method of developing a full mock trial. Simply add the roles as you wish. For example, on day two, each side may have a witness or have a jury involved, etc.
3. Divide the class into groups of three. If anyone is left over, have the student act as observer.
 4. Have each participant in each group decide upon a role, such as judge, plaintiff or defendant. They will rotate roles for three rounds.
 5. Using the following role descriptions, read the brief statements about each role.

JUDGE	The judge must see that both sides have a fair chance to present their cases. The judge should not interrupt or dominate the proceedings.
-------	---

PLAINTIFF This person has accused the Defendant of doing or not doing something which he thinks is unfair. He is the one who has asked the court to hear the case. In Small Claims Court, the Plaintiff is asking the judge to make the Defendant pay him an amount of money (under \$1,000). He speaks to the judge first.

DEFENDANT This person has been accused by the Plaintiff. He has been summoned into court and is probably appearing against his will. He listens to the accusation and then either tries to prove it untrue, or gives reasons to justify his actions.

6. Select a case and distribute FACTS of the case to all the groups. We suggest you begin with the following case:

The problem: Who owned a bicycle bought two years ago for \$75?

The case had one girl trying to get her bicycle back from another. The girl who took the bicycle (the Defendant) thought it was one that had been stolen from her a year earlier. Both girls had sales receipts from the same store dated a few months apart and neither of them knew the bicycle's serial number. They both pointed to a dented rear wheel, scratches and other identifying features, while the Defendant included a picture of her grandfather riding the bike two years before. She said that is how the wheel was dented.

The trial proceeded informally while the judge who was sitting in Small Claims for two months, alternately acted as judge, clerk and counsel. "Now just a minute, that may be evidence", he said to the Defendant's father, who was cross-examining a witness. "You do not answer the question, the witness does", he told the Plaintiff's mother, as she interjected.

At another point, after he had quickly changed a reel on the tape recorder, the Defendant stalled on the witness stand and asked the judge if there was anything more she should say. "It is your case, not mine. I do not know anything about it", he chided gently.

Students might be interested in knowing that the Plaintiff won and a value of \$50 was put on the bike. The Small Claims Court cannot order the return of property, so the Defendant could pay the \$50, or return the bicycle.

7. Have the participants role-play within their individual groups. The Plaintiff speaks first, then the Defendant. The judge may ask questions before he makes the decision and gives the reasons.
8. Have judges explain decisions to the whole class.
9. It is likely that there will be more than one decision per case. Point out that, as in a real courtroom, there are many variables that enter into a decision; e.g., the judge, the testimony, how well the case is presented, etc.
10. If desired, rotate the roles and repeat the process twice with a new case each time.
11. The following questions are suggested for de-briefing the activity:
 - (a) Which is the most difficult role to play? Why?
 - (b) How well (realistically) did the participants play their roles?
 - (c) What were the issues in this case?
 - (d) Were the judges' decisions "fair"?
12. OPTIONAL ACTIVITY

A full mock trial of a Small Claims Court case, Suds vs Tightwad. (See page 157 for full instructions.)

EVALUATION

Participation in group activity might be evaluated at this point. A value of ten points could be placed on this activity.

CASES IN SMALL CLAIMS COURT

The following are examples of the types of cases heard most often in Small Claims Court:

1. Mr. A and his family rented an apartment from Mr. X on a month-to-month tenancy. Mr. A paid a \$200 damage deposit upon taking possession of the apartment. Now, one year later, Mr. A has given notice and wants the damage deposit back. Mr. X refuses, saying that the \$200 will be used to repaint the walls marked up by Mr. A's two small children. Mr. A denies that the walls need repainting and sues Mr. X for the amount of the damage deposit.
2. Mrs. Y hired Mr. B to re-sod the front and back lawns of her home. Mr. B claimed to use only top quality sod. He did the job and charged Mrs. Y \$600, which she paid. Two months later, the new grass began to die. Mrs. Y says that the sod Mr. B used could not have been top quality sod or it would not have died. She wants her \$600 back. Mr. B, on the other hand, says that the sod was the same top quality sod he had used elsewhere with success and that Mrs. Y must not have cared for it properly after it was laid. He refuses to refund the \$600, so Mrs. Y sues him.
3. Mr. C and Mrs. Z were involved in an automobile collision. Apparently Mr. C failed to stop at a stop sign and collided with Mrs. Z who was lawfully proceeding through the intersection. Damage to Mrs. Z's car is estimated at \$800. Since Mr. C was driving without insurance and has so far refused to pay the repair bill, Mrs. Z is suing him for damages.
4. Super Savers, a local department store, offers its customers the convenience of a 30-day credit account. Mr. G applied for and received a Super Savers credit card in June. A statement was sent to him in July informing him that he owed \$120. No reply was received. Since then, Super Savers has sent Mr. G several letters asking him to pay. Mr. G has failed to answer all correspondence, so Super Savers is suing Mr. G for the \$120 debt.

OPTIONAL ACTIVITY

A Full Mock Trial of a Small Claims Court Case

SUDS vs TIGHTWAD

Full instructions accompanied by all necessary material follow if you wish to conduct a mock trial. If law students, lawyers or a judge were available, they would greatly enhance the activity.

1. Pass out copies of "Instructions for Use of the Small Claims Court" (Student Handout 4-2, p.161-167) and allow time for students to read it over. It may be desirable to have students make an outline of the procedures using point form notes. This is a valuable skill and gives them information they will need.
2. Pass out "Case No.1 - Suds vs Tightwad" (Student Handout 4-3, p.168). Allow time for everyone to read the case.
3. Assign or allow students to choose the following roles:

Sadie	1 or 2 of Sadie's friends
Mrs. Tightwad	Court Clerk
Mr. I.C. Everything	Judge(s)

Since Sadie and Mrs. Tightwad (as principals in the case) have much to do, perhaps both could be assigned a small group of students to assist them in filling out legal forms (Student Handouts 4-4, 4-5, 4-6 and 4-7 on pages 169, 171, 175 and 177 respectively) and preparing arguments. Someone must play Mr. I.C. Everything, since Mrs. Tightwad cannot testify to seeing teenagers arrive at her home. One or two friends must appear as witnesses for Sadie to testify that, as friends,

they were over to watch T.V. The court clerk must check the documents and serve them on the proper parties. Instead of having one judge, perhaps three could sit and give a majority judgement. The rest of the class could be newspaper reporters covering the trial for their papers and write a brief of the problem and the decision.

They could also write their own decision (after discussing it in pairs or threes) and their reasons. After the trial, they can compare their original decision with that of the judge.

4. Give the following blank forms to "Sadie" to give to the "court clerk" who will distribute them.

- (a) Claim - to judges
- (b) Summons - to "Mrs. Tightwad"
- (c) Subpoena - to witnesses
- (d) Judgement - to judges

Have the students try to fill in these forms and then hand them the completed forms (Student Handouts 4-4a, 4-5a, 4-6a and 4-7a, on pages 170, 173, 176 and 178 respectively) to see how it is really done. Do not give the judges the Certificate of Judgement until the trial is finished and they have made their own decision.

5. The judges should consider the following legal issues:

- (a) Did a contract exist between Sadie and Mrs. Tightwad?

NOTE: Contract - "an agreement between persons of capacity to do a lawful thing for value."

- (b) Did Mrs. Tightwad lose any benefit because of the fact that

Sadie brought friends in? Was the house in order and the child in good health?

6. Give the class time to plan their roles. They may wish to "flesh out" their role by deciding what they look like, what mannerisms they have and how their character feels about being in court.
7. Conduct the trial following the instructions.
8. At the end of the trial, have the students write their decisions in their data books. Then have the judges announce their decision and their reasons for the decision. They should then complete the form, "Certificate of Judgment" (Student Handout 4-7).
9. The students may wish to know the real decision made in this case. If desired, you could now hand the completed "Certificate of Judgment" to the judges and announce to the class that the case was settled in favour of the Plaintiff. Mrs. Tightwad paid \$75.00 plus \$12.00 (\$4.00 for starting the action and \$4.00 each for witnesses).
10. Discuss the trial, bringing out the importance of all the roles and their relationship to citizenship. For example:
 - (a) Sadie choosing action rather than apathy.
 - (b) Mr. I.C. Everything choosing to be involved as a witness.
 - (c) Friends choosing to be involved as witnesses.
 - (d) Newspaper reporters being expected to write objectively about trials so readers can make personal judgements regarding justice.
11. Allow students time to enter any points in their data books about "citizenship" and/or "justice".

12. The concept of "point of view" may come up during their trial or in the next lesson. This concept will be dealt with in some depth in the next part of this unit.

INSTRUCTIONS FOR USE OF THE SMALL CLAIMS COURT

To make your claim, you must go to the Small Claims Court office. For the address, check the telephone book under Small Claims Court.

NOTE: You must file your claim in the court in the area your opponent lives, OR in the area where the complaint arose. Choose whichever is more convenient for you.

For example: If you live in Edmonton and you are in a car accident in Edmonton with a person from Calgary, you may bring your claim either in Calgary, where your opponent lives, or in Edmonton, where the accident occurred.

Once again, if you have any questions, ask the clerk or receptionist in the court office.

Filing Your Claim

It will cost you \$4 to fill out the claim. In it, you will name your opponent (he is now called the Defendant) and give a brief description of the problem. You may obtain a booklet at the office outlining sample claims.

Your claim will be left at the office so that the judge can check it over to make sure it is reasonable. Once he has approved it, you will be sent two copies of the claim and two copies of a summons for the Defendant.

Serving The Summons

The summons gives the date the case will be heard in court. It is your job to give a copy of this summons and a copy of the claim to the Defendant. If you do not, then of course, he has no idea that he is supposed to be in court.

You may give the Defendant the summons and claim in three ways:

1. Personally hand them to him.
2. Send them to him by double registered mail (make sure you keep the card which acknowledges delivery).

3. Leave them with any person 16 years of age or over at the Defendant's residence, or last known place of residence.

NOTE: If you are suing a company, you should give the documents to a partner or responsible official of the firm.

The Defendant must be given the claim at least 10 days before the court date.

After you have delivered the summons and claim, you must go back to the Small Claims Court office and sign a piece of paper called an Affidavit swearing that you gave the Defendant the documents.

(For further information on serving the documents, read the back of the summons itself.)

On To Court?

At this stage, the Defendant may agree to settle your claim and pay you. If he does this, phone the Small Claims Court office and have your claim cancelled.

If the Defendant does not settle, get ready to go to court.

Preparing For Trial

The key to presenting a good case in court is preparation. Each side must determine what it is they must show to win. The Plaintiff must show that some sort of loss was suffered because of the act or failure to act by the Defendant. The loss must be put into dollar figures and be substantiated by the Plaintiff.

Both parties should collect all relevant documents for trial. For example, a written contract is evidence of a contractual relationship. Claims should be supported by bills or estimates.

Where other persons have a personal knowledge of the events in the dispute, possess relevant documents, or have expert knowledge, they should be called as witnesses. To make sure they appear at the trial, they should be subpoenaed. A party calling a witness fills out a Subpoena form at the Small Claims office which is then issued by the judge and served personally by the party.

If a party intends calling witnesses, it is useful to prepare questions for them ahead of time. The questions and the witnesses'

answers should be reviewed before the trial so that no surprises are sprung at the trial. There is nothing improper in this, since witnesses at trial testify under oath and may be charged with perjury if they lie. Be sure, though, that the answers do not look like they have been rehearsed and repeated from memory.

Each party should also draw up a list of questions to ask the other party and their witnesses on the major issues in the case. However, unless the party knows what the answer will or should be, a question should not be asked at trial.

One aid is a worksheet. On one side, list all the major points or facts necessary to prove the case and beside each, list how the point or fact will be shown (e.g., document, witness). To help the court follow the case, each party should present the facts in chronological order and decide in what order to present documents and witnesses' testimony as evidence. It is usually best for the parties themselves to take the stand first, as they can give the fullest account of the dispute.

Failure To Appear For Trial

If the Plaintiff does not appear for trial, the judge may adjourn the case, or on the motion of the Defendant, nonsuit the Plaintiff. A nonsuit means that the Plaintiff's case is dismissed and to sue the Defendant again, there must be a new action. The Defendant is awarded costs.

If the Defendant fails to show for trial, the Plaintiff may or may not obtain judgement. If the action is for debt and the Plaintiff shows evidence of the debt, he will probably get a default judgement. If the action is for damages, the Plaintiff will have to prove the amount before getting judgement.

If neither party appears at trial, the judge will dismiss the claim and any counterclaim.

It should also be remembered that a Plaintiff can withdraw the claim before the trial by giving notice to the judge.

Student Handout 4-2 (continued)

THE TRIAL

The judge reads the trial list for the day. When the parties' case is called, they must rise and identify themselves to the court, then sit down and wait for the case to come up. When it does, both parties come forward to the Bench and re-introduce themselves before sitting down at the counsel tables.

The first thing to remember is that you are not Perry Mason and no one expects you to be.

Do not get too nervous. The judge has seen hundreds of people like yourself presenting their own cases and is probably sympathetic. The judge certainly does not expect a polished professional.

Taking The Stand

When your name is called in the courtroom, you will be asked to step forward to one of the two desks in front of the judge. One desk is for the Plaintiff (that is you), the other for the Defendant.

First the judge will ask if there are any changes in your claim. If so, explain them.

Then you will have to take the witness stand. You will be asked to swear an oath (or affirm) that you will tell the truth and you will be asked to explain your claim.

The judge may ask you questions as you tell your story. You may be asked to skip over things which you think are very important and be asked many questions about things which you think are unimportant.

Do not let this upset you. In the first place, facts which you might think are unimportant may actually be vital to your case and the judge will try to bring these out.

Cross-Examination

After you have finished telling your story, your opponent will have a chance to question you.

It may also be an upsetting experience. Your opponent probably disagrees with some of the things you have said and may try to trip you up with questions. The most important thing to remember is to

stay calm and just tell what happened,

Calling Your Witness

After you have told your side of the case and have been cross-examined, it is time for you to call any witnesses you have.

You will question your witnesses first, then your opponent will cross-examine them.

On The Evidence

It is impossible to summarize the rules of evidence in a few sentences, but here are three basic points.

1. Hearsay evidence is usually not allowed. This means the witnesses generally cannot repeat anything they were told EXCEPT for things they were told by your opponent. These are usually allowed.

Example: If your case involves a car accident, your witnesses cannot say they were told by someone that your opponent's car was speeding. If you want that evidence, you will have to call that "someone" as a witness to testify that the car was speeding.

However, if your witness was told by your opponent that they were speeding - that is, if your opponent admits it - then your witness can probably repeat that in court.

2. When you are questioning your own witness, you cannot ask a leading question (one which suggests the answer).

Example: In a damage deposit case involving damage to a window, you would not be allowed to ask your witness a question like: "Was there a crack in the window?". This suggests the answer you want. Instead you should ask: "What was the conditions of the window?".

This rule applies only when you are questioning your own witnesses. On cross-examination, leading questions are allowed.

3. In the case of documents or paper, usually only original documents may be entered as evidence; although in some cases, copies may be admissible.

If the document is signed, the signature must be proved. This may be done by the person who signed it, or by a witness to the signing, or by someone who knows the signature, say so on the witness stand.

The Case For Defence

After you have presented your case, your opponent will present his side of the matter in much the same way.

He will tell his story first, then you may cross-examine him. After that, he may call his witnesses and you may question them.

The same rules of evidence apply to your opponent as to you. Remember, when cross-examining his witnesses, you may ask leading questions.

The Last Word

When the case for the defence has been completed, the judge will ask each of you if you wish to make a final argument.

Each of you will have a chance to sum up your case, but you are not allowed to introduce any new evidence at this point.

Then the judge will make a decision.

Judgement

The judgement is given orally by the judge at the conclusion of the trial, along with the reasons for the decision. Both parties will also receive a Certificate of Judgement in the mail.

The winning party is now called the judgement creditor, while the loser is the judgement debtor.

Appeals

A dissatisfied party may appeal the decision by filing notice within 30 days of the judgement. The appeal is heard in the form of a completely new trial in District Court.

Enforcing Judgement

The winning party may have trouble collecting from the loser after the trial. This is because Small Claims Court has no power to enforce its decisions; it is not a collection agency. To enforce the judgement, it may be necessary to file it in District Court. For \$2, the Certificate of Judgement is filed with the Clerk of the District Court. Once that is done, there are two main methods of proceeding. The first is by garnisheeing the judgement debtor's wages or bank account. A garnishment is a legal proceeding in which the judgement debtor's wages or credits in the control of another (e.g., bank, employer) are used to pay off the judgement creditor.

The second method is by getting a Writ of Execution authorizing the Sheriff to seize and sell some of the judgement debtor's property to satisfy judgement.

The best method to use would depend on the financial position of the judgement debtor. If he has money in the bank or a steady job, a garnishment would probably work. If that is not practical, then the judgement creditor should file for a Writ of Execution.

CASE NO. 1:
Suds vs Tightwad

Fifteen-year-old Sadie Suds was asked by a neighbour, Mrs. Ima Tightwad, to babysit her eighteen-month-old baby while she and her husband went away for a holiday over the July 1 weekend. Mrs. Tightwad offered Sadie \$75 for the weekend. Sadie agreed to babysit and arrived at the Tightwad home at 1427 Clarke Road on Friday evening. Mr. Hubert Tightwad showed Sadie around the house while Mrs. Tightwad left instructions as to the care of the child, the house, and how to reach her and her husband should an emergency arise. She also said the house was not to be used for any parties over the weekend.

The Tightwads returned home Monday afternoon to find the house in order and the child in good health. Mrs. Tightwad asked Sadie if she would mind waiting until Tuesday for her money as the banks were closed. Sadie agreed and went home. The next day Ima Tightwad refused to pay, saying that Sadie had been entertaining friends over the weekend, contrary to her instructions. A neighbour on the street, Mr. I.C. Everything, had talked to Mrs. Tightwad on Monday evening and had mentioned that several teenagers had been over to the Tightwad house on Saturday night. Sadie replied that there had been no party, but that several friends did drop by to watch T.V. for two or three hours. Mrs. Tightwad still refused to pay Sadie.



FORM B

THE SMALL CLAIMS ACT
PROVINCE OF ALBERTA
JUDICIAL DISTRICT OF

Docket No.

BETWEEN:

Plaintiff
(address)

and

Defendant
(address)

CLAIM

THE PLAINTIFF CLAIMS from the defendant(s) the sum of \$, and costs of this action, particulars whereof are as follows (or, are as attached):

DATED at in the Province of Alberta, this

day of

.....
Signature of the plaintiff or his authorized agent or
solicitor.

FILED at

in the said Province this day of A.D. 19.....

.....
Provincial Judge or Clerk



FORM B

THE SMALL CLAIMS ACT
 PROVINCE OF ALBERTA
 JUDICIAL DISTRICT OF Calgary

Docket No. 1

BETWEEN:

Sadie Suds with Soapy Suds as next friend
 1423 Clarke Road, City of Calgary
 Province of Alberta

Plaintiff
 (address)

and

Ima Tightwad
 1427 Clarke Road, City of Calgary
 Province of Alberta

Defendant
 (address)

CLAIM

THE PLAINTIFF CLAIMS from the defendant(s) the sum of \$ 75.00 , and costs of this action, particulars whereof are as follows (or, are as attached):

the \$75.00 being the amount promised to the plaintiff by the defendant for the plaintiff undertaking to babysit the defendant's child at the defendant's home at 1427 Clarke Road, in the City of Calgary, Province of Alberta, from the evening of Friday, the 1st day of July, 1977, until the afternoon of Monday, the 4th day of July, 1977, which the plaintiff did at the defendant's request.

DATED at Calgary in the Province of Alberta, this 1st
 day of August

"Sadie Suds" "Soapy Suds"
 Signature of the plaintiff or his authorized agent or
 solicitor.

FILED at Small Claims Office in the Court House, City of Calgary,
 in the said Province this 1st day of August A.D. 1977.

"I. Hangem"
 Provincial Judge or Clerk

FORM A

THE SMALL CLAIMS ACT
PROVINCE OF ALBERTA
JUDICIAL DISTRICT OF

Docket No.

BETWEEN:

Plaintiff

and

Defendant

(address)

SUMMONS

To THE ABOVE NAMED DEFENDANT.

THE PLAINTIFF DEMANDS OF you the sum of \$ as shown by his claim attached hereto.

IF YOU DISPUTE THIS CLAIM YOU ARE REQUIRED to appear before the presiding Provincial Judge at

.....
on the day of A.D. 19 at the hour of
..... o'clock in the noon.

DATED the day of A.D. 19

.....
Provincial Judge

MAKE OATH AND SAY:

3. THAT to effect such service I necessarily travelled a distance of miles.

A.D. 19.....

Plaintiff

VS

Defendant

SUMMONS
THE SMALL CLAIMS ACT

FORM A

THE SMALL CLAIMS ACT
PROVINCE OF ALBERTA
JUDICIAL DISTRICT OF Calgary

Docket No. 1

BETWEEN: Sadie Suds with Soapy Suds as next friend Plaintiff
1423 Clarke Road, City of Calgary,
Province of Alberta

and

Ima Tightwad
1427 Clarke Road, City of Calgary, Defendant
Province of Alberta

(address)

SUMMONS

To Mrs. Ima Tightwad THE ABOVE NAMED DEFENDANT.

THE PLAINTIFF DEMANDS OF you the sum of \$ 75.00 as shown by his claim attached hereto.

IF YOU DISPUTE THIS CLAIM YOU ARE REQUIRED to appear before the presiding Provincial Judge at Small
Claims Court, Court House, 611 - 4th Street, S.W., City of Calgary

on the 30th day of August A.D. 19 77 at the hour of

9:30 o'clock in the fore noon.

DATED the 1st day of August A.D. 19 77

"I. Hangem"

Provincial Judge

174. AFFIDAVIT OF SERVICE

I, Sadie Suds of the
City of Calgary, in the
 Province of Alberta, student
 (occupation)

This side filled in when service by
 double registered mail fails and the
 plaintiff personally effects service

MAKE OATH AND SAY:

1. THAT I did on the 7th day of
September A.D. 1977, serve
Ima Tightwad the person
 (corporation), to whom the endorsed Summons is
 directed, with the said Summons by *(Strike out Inap-
 plicable Clauses)*
 (a) Delivering a true copy thereof personally to, and
 leaving the same with him (her).
~~(b) Enclosing a true copy of such Summons in an
 envelope addressed to the defendant at
 and
 posting the same by double registered post in the
 post office at
 and hereunto
 annexed, marked "A", is the receipt from the
 Postmaster at
 for such
 double registered letter, and hereunto annexed,
 marked "B", is the receipt of the defendant for
 such double registered letter.~~
 (c) Leaving a true copy thereof for him (her) at his
 (her) most usual place of abode with

 (an inmate thereof apparently not under 16 years
 of age), the said place of abode being located at

 in the
 of
~~in the Province of Alberta.~~
2. THAT attached to the said copy of Summons so
 served by me there was at the time of such
 service, particulars of the plaintiff's claim.
3. THAT to effect such service I necessarily trav-
 elled a distance of miles.

Sadie Suds with Soapy Suds
as next friend

Plaintiff

vs

Ima Tightwad

Defendant

SUMMONS
THE SMALL CLAIMS ACT

SWORN at Calgary
 in the Province of

Alberta, this 9th

day of September

A.D. 1977.

"Sadie Suds"

"I.M. Mustard"

Commissioner for Oaths



THE SMALL CLAIMS ACT
PROVINCE OF ALBERTA
JUDICIAL DISTRICT OF

Docket #

SUBPOENA

To

You are required to appear before

at, on the day of

at the hour of in the noon, to give evidence on

the part of the in a suit now pending

between plaintiff, and
defendant, and then and there to be tried;

.....
(See Note at foot)

.....
and take notice that in case you neglect to appear and testify you will be liable to attachment

and will also be liable to the said for any damage
he may sustain by reason of such neglect.

DATED the day of A.D.

19.....

.....
Provincial Judge

NOTE: — If the witness is required to produce any books, papers, documents or other thing, insert words to that effect.

THE SMALL CLAIMS ACT
 PROVINCE OF ALBERTA
 JUDICIAL DISTRICT OF Calgary

Docket # 1

SUBPOENA

To (any witness)

You are required to appear before presiding Provincial Judge at Small Claims Court, Court House
611-4th Street, S.W.
 at City of Calgary, on the 30th day of August, 1977
Province of Alberta

at the hour of 9:30 in the fore noon, to give evidence on

the part of the (whichever party) in a suit now pending

between Sadie Suds plaintiff, and Ima Tightwad
 defendant, and then and there to be tried;

(See Note at foot)

and take notice that in case you neglect to appear and testify you will be liable to attachment

and will also be liable to the said (whichever party) for any damage
 he may sustain by reason of such neglect.

DATED the 8th day of August A.D.

19.77...

"I. Hangem"

Provincial Judge

NOTE:—If the witness is required to produce any books, papers, documents or other thing, insert words to that effect.

THE SMALL CLAIMS ACT
PROVINCE OF ALBERTA
JUDICIAL DISTRICT OF

Docket No.

BETWEEN:

Plaintiff

and

Defendant

CERTIFICATE OF JUDGMENT

THIS IS TO CERTIFY that in a claim tried by me under the provisions of The Small

Claims Act on the day of A.D. 19.....,

JUDGMENT was given on the day of A.D. 19.....

in favour of against

for the sum of \$ and costs of \$

DATED at this day

of A.D. 19. .

.....
Provincial Judge

THE SMALL CLAIMS ACT
PROVINCE OF ALBERTA
JUDICIAL DISTRICT OF

Docket No. 1

Calgary

BETWEEN: Sadie Suds with Soapy Suds as next friend Plaintiff

and

Ima Tightwad

Defendant

CERTIFICATE OF JUDGMENT

THIS IS TO CERTIFY that in a claim tried by me under the provisions of The Small

Claims Act on the 30th day of August A.D. 1977,

JUDGMENT was given on the 30th day of August A.D. 1977

in favour of Sadie Suds against

Ima Tightwad

for the sum of \$ 75.00 and costs of \$ 12.00

(The costs include the \$4.00 for starting the action and \$4.00 each for witnesses' costs based on two witnesses.)

DATED at Calgary, Alberta this 30th day

of August A.D. 19 77.

"I. Hangem"

Provincial Judge

LESSON 3

TOPIC

Concept of Point of View

PURPOSE

To develop the concept of point of view.

OBJECTIVES

1. Value

- (a) Demonstrate an awareness of the relationship between differing opinions and differing frames of reference.
- (b) Empathize with various points of view.
- (c) Demonstrate a willingness to participate in group discussions.

2. Skill

Develop reasoned arguments for a particular point of view.

MATERIALS

- 1. Student Handout: 4-8, "The Blind Men and the Elephant" (p.181-182)
- 2. Optional: two blindfolds, one piece of textured board - 20 cm. x 25 cm., wooden log, thick rope - 60 cm. long.

PROCEDURE

- 1. Distribute Student Handout 4-8 to the students.
- 2. Have students read and answer the questions.
- 3. Discuss how people form judgements based upon their own points of view.
- 4. Have two volunteer students play the roles of:
 - (a) Fourteen-year-old coming in one hour late.
 - (b) Father or mother worried and listening.

Then reverse the roles.

5. The audience is to judge how realistic the role-playing is and make suggestions for improving the activity.

OPTIONAL ACTIVITIES

Using the items listed above (materials list), blindfold three students. Give one item to each student, explaining it is part of an animal. Student is to describe the animal. Discuss.

THE BLIND MEN AND THE ELEPHANT

Six blind beggars sitting by a roadside as an elephant passed were told that they might touch it so that they would know what an elephant was like. The first one touched only the elephant's side and said, "He is like a wall". The second touched only his tusk and said, "No, no, he is like a spear". The third one took hold of his trunk and said, "Surely he is like a snake". "No such thing", cried the fourth, grasping one of his legs, "he is like a tree". The fifth was a tall man and took hold of his ear and said, "All of you are wrong, he is like a fan". The sixth man happened to catch hold of his tail and cried, "O foolish fellows, he is not like a wall, nor a spear, nor a snake, nor a tree, nor a fan; he is exactly like a rope". So the elephant passed on while the six blind men stood there quarrelling, each being sure he knew exactly how the elephant looked, and each calling the other hard names because the rest did not agree with him.

(Old Indian Fable)

It All Depends on How You Look At It

The following questions are based on the above reading:

1. Why did the six blind beggars have different opinions about the appearance of the elephant? Give two reasons.

(a) _____

(b) _____

(a) _____

(b) _____

2. Which blind man do you think was correct? _____

3. What kind of evidence did they use to back up their claim? _____

4. Each man thought he was right. Could co-operation have given the men a better understanding of the elephant? _____

5. In your opinion, what is the major point of this parable? _____

LESSON 4

TOPIC

The Law and You; The Stolen Vehicle

PURPOSE

To apply the concept of "point of view" to the law.

OBJECTIVES

1. Value

- (a) Demonstrate a willingness to participate in group discussions.
- (b) Examine the value "honesty".
- (c) Value the need to consider varying points of view.

2. Knowledge

- (a) Identify one major difference between the United States and Canadian policemen's power to arrest.
- (b) Demonstrate an understanding of the need to protect the rights of both the accused and the law enforcement officer during an arrest.

3. Skill

- (a) Develop reasoned arguments for a particular point of view.
- (b) Listen to conflicting points of view and decide on a legal issue.

MATERIALS

- 1. Student Handouts: 4-9, "The Stolen Vehicle I" (p.186) Class set.
4-10, "The Stolen Vehicle II" (p.187) Class set.
- 2. One small paper bag.
- 3. Six sets of five slips of paper, identified as:

- police;
- Bob's mother;
- owner of stolen vehicle;
- Allan's father;
- a teenager hearing about the incident.

PROCEDURE

1. Distribute reading, "The Stolen Vehicle I", for students to read.
2. Give each student one of the "identity" slips. Have the "identity" describe his/her characteristics; e.g., tough, broad-minded, conservative, loving.

Students should then write a short paragraph explaining what they think should happen to Bob and Allan when they appear in Juvenile Court and why. This must be done from the point of view of the "identity".

NOTE: Student keeps the same "identity" throughout the lesson.

3. Discuss the students' responses, being careful to stress the reasoning for their choices.
4. Distribute "The Stolen Vehicle II" for students to read.
5. After students have finished reading, put the following exercise on the board and have students complete the activity.

Still using your "identity" from the previous exercise, select one of the following consequences that you think the judge will hand down in this case.

- (a) Probation
- (b) Detention or training centre

- (c) Restitution - payment in money or services for the damages
- (d) Fine
- (e) Suspension

NOTE: Teacher will have to go over these terms to ensure understanding.

From the point of view of your role, explain why you think the judge should decide this way.

6. Teacher announces the actual decision:

The judge decided to put the two boys on probation for six months. They were told to report to their probation officer once a week. Because they had no previous offences and had families willing to "be responsible for them", they were not dealt with more sternly. However, the judge cautioned them against any further activities which might bring them into court, for they would not be dealt with as lightly again.

7. Have students vote, with a show of hands, as to whether or not they agree with the decision and discuss their reasoning for the decision. Why does our role influence our decision? What is meant by "point of view"? Why does the judge have to listen to all points of view?

THE STOLEN VEHICLE I

Allan and Bob, who were both fifteen years old, stole a 1976 Camaro. The owner of the vehicle saw them take it and notified the police. A passing police cruiser gave chase. As the Camaro rounded a corner too fast, it went out of control and hit a post.

The two boys were taken to the police station, where they were checked by a doctor. Their parents were notified of the incident. The police decided the two boys were not likely to skip their court appearance and they were released into their parents' custody. Their court appearance was to be in one week.

THE STOLEN VEHICLE II

On the day of Bob and Allan's court appearance, they were taken to court by their parents. When they appeared before the judge, he asked them whether or not they admitted to the charge of delinquency, namely the theft of an automobile. They replied "yes". When asked if they had intended to keep the vehicle or return it after a "spin" around town, they replied that they had meant to return it. The judge then remanded the case for one week and asked a probation officer to check into the home and school background of the two boys.

One week later they were all back in court. The probation officer reported that both boys had no previous offences. They were both from "good" families and both received positive recommendations from the school. The judge made his decision.

LESSON 5

TOPIC

"To Be Or Not To Be?"

PURPOSE

To understand the police officer's power to arrest.

OBJECTIVES

1. Value

Demonstrate a willingness to participate in group discussion.

2. Skill

Listen to conflicting points of view and decide on a legal issue.

MATERIALS

Student Handouts: 4-11, "John" (p.190) Class set
4-12, "The Police Officer's Power to Arrest"
(p.191-192)

PROCEDURE

1. Distribute and have students read "The Police Officer's Power to Arrest". Explain that they will need this information for the next exercise.
2. Choose a student to read the following police bulletin, dramatically:

There has been a robbery in the neighbourhood. The police receive a report that the suspect is about fourteen (14) years of age, with medium brown hair. The suspect is wearing blue jeans and a brown leather jacket.
3. Distribute "John" and have students (working in pairs) read and write brief responses to the questions.

NOTE: Question number 3; This is an American right. It is not a Canadian right.

4. Discuss the situation, drawing out their personal experience.

JOHN

John is on his way home from his part-time job at the local convenience store. It is eleven in the evening. John is wearing blue jeans and a brown jacket. A passing police cruiser pulls up beside him and an officer orders him to stop. After questioning, John is asked to accompany the police officer to the station, although he is not under arrest.

1. Does the police officer have the right to stop John? Explain. _____

2. Does John have the right to request identification from the police officer? _____
3. Is it necessary for a police officer to "read your rights" before making an arrest? _____
4. Does John have to accompany the police officer? Explain. _____

5. If you were John, what would you do? _____

6. John was stopped because he looked like the suspect. Have you ever been treated in a certain way because of the way you looked, or because of your age?

THE POLICE OFFICER'S POWER TO ARREST

1. Consider first what a proper arrest consists of. There are three basic requirements:
 - (a) The first requirement is that a policeman, when making an arrest, must identify himself as a policeman. This is almost always done by showing his police badge to the "offender".
 - (b) For an arrest to be proper, the policeman must tell the "offender" that he is "under arrest".
 - (c) The policeman must state the reason for the arrest. The policeman can do this either by telling the "offender" what the criminal charge is, or by telling the "offender" what act he has committed as the basis for arrest.

Now it is possible that in some circumstances the reason for arrest may be perfectly obvious to the "offender". In this case, there may be a lawful arrest even if one of the basic requirements is missing. In most cases, however, when the offender is arrested at home or on the street after the offence has been committed, the three requirements are necessary.

There may sometimes be a situation whereby a policeman will suggest that you go with him to the police station. In this case, you should ask whether or not you are under arrest. If he says you are not under arrest, then you are under no obligation to go with him.

2. The next question is, "When can a police officer arrest a person?".
 - (a) He may do so if he has a warrant for that person's arrest. This is a Court Order which has been issued by a judge.
 - (b) If there is no arrest warrant, then the policeman can arrest an offender caught in the act of a criminal offence. In other words, a policeman must actually witness the offender committing a crime. This includes the minor offences (known as summary conviction offences) such as offences under the Highway Traffic Act and the Liquor Control Act.
 - (c) If there is no arrest warrant and the offender has committed a more serious crime (known as indictable offences) such as robbery, rape or murder, then a different rule applies. There can be a lawful arrest in such cases as long as the policeman has reasonable and probable ground to believe that the offender has committed, is committing or is about to commit an indictable offence.

3. What do you do if you have not committed an offence and believe that your arrest is unlawful?

DO NOT PHYSICALLY RESIST AN ARREST! You may tell the policeman that you object to the arrest. You need not go further than making your objection known - so it is clear that you are not consenting to the arrest. If the arrest is improper, you may be entitled to bring a civil action against the policeman at a later date.

If you attempt to resist an arrest physically, you may find yourself in a great deal of difficulty, such as:

- (a) being charged with assaulting or obstructing a peace officer.
- (b) being charged with interfering with a peace officer's act of duty.
- (c) receiving possible injury at the hands of a policeman defending himself while attempting to take you into custody forcibly.

LESSON 6

TOPIC

Juveniles in Conflict with the Law

PURPOSE

Through analyzing a case of shoplifting, to identify some of the parts of the Juvenile Law,

OBJECTIVES

1. Value

- (a) Demonstrate a willingness to participate in group discussions.
- (b) Develop further a personal meaning of "justice" and "citizenship".

2. Knowledge

Identify parts of the Juvenile Act which apply in a given case study.

3. Skill

Select juvenile laws as they apply to a particular situation.

MATERIALS

Student Handouts: 4-13, "Case No.2" (p.195) Class set
4-14, "Rules Affecting Juveniles" (p.196) Class set.

PROCEDURE

- 1. Distribute and have students read "Case No.2".
- 2. Distribute Student Handout 4-14 and have students put an "x" next to those rules which are referred to in Case No.2. Be prepared to demonstrate where they appear in the reading.
- 3. Discuss "Activity". As many of these points are not covered in the

reading, they may raise many questions on the part of the students. These could be put on the chart and used for further inquiry.

4. Each student is to list two rights and two responsibilities alluded to in the case.
5. With the teacher's help, students are to come up with a working definition of rights and responsibilities.
6. Students may now wish to return to their data books and add to their sections on "citizenship" and "justice".

CASE NO. 2

Carolyn, aged fourteen, was caught shoplifting at a local department store. The store detective held her until the police arrived to take her to the station for questioning. Her parents could not be found.

On the trip to the police station, Carolyn informed the officers of her age. Normally, a juvenile who is arrested is released into the custody of the parents involved. The police, however, knew Carolyn and knew her family was not very reliable or responsible. Therefore, Carolyn was placed in a detention centre pending her court appearance, which would be within twenty-four hours of arrest.

It was forty-eight hours before Carolyn found herself standing at the foot of the steps leading up to the judge's desk. There was no one present in the courtroom except the judge, a court reporter, the police and the probation officer. Members of the press and public cannot attend Juvenile Court. If the offence had been an indictable one, then Carolyn would have had a lawyer.

Carolyn stands before the judge as the charge is read to her. She is charged with the offence of Juvenile Delinquency, namely, shoplifting. She is asked whether she admits or denies the charge as read. She admits to the offence. The police give their testimony. The probation officer is asked to report to the judge his findings on Carolyn's home and school background and any previous conflicts with the law. Carolyn is told to report in one week for the judge's decision.

After carefully considering all the facts in this case, the judge made his decision. Carolyn had been before this judge on two previous occasions for shoplifting. She had been on probation. Her home life was not very stable and her parents had little control over her. The judge decided, therefore, after strong recommendations by the probation officer, to put Carolyn into a detention centre for juvenile delinquents for a period of one year.

ACTIVITY;

RULES AFFECTING JUVENILES

Place an "x" beside those rules which are referred to in Case 2 and be prepared to explain where they appear in the reading.

- () 1. The general public cannot be admitted to Juvenile Court.
- () 2. Names of accused juveniles must not be published in newspapers or over the air.
- () 3. If convicted, juvenile offenders can be sent to reform institutions.
- () 4. A juvenile may only commit the offence of delinquency.
- () 5. If a juvenile's parents do not accept responsibility for their child, the juvenile may be removed from the parents' control.
- () 6. It is an offence for anyone to contribute to juvenile delinquency.
- () 7. Simple cases in Juvenile Court are not represented by a lawyer.
- () 8. A Juvenile Court judge may put someone on probation for a specific length of time.
- () 9. It is the duty of every citizen to be a witness when they have information about a case.
- () 10. Delinquency covers any violation of a provincial statute, a city bylaw, a provision of the Federal Criminal Code or any Act covering drugs.
- () 11. Upon arrest, persons must identify themselves to a police officer.
- () 12. A peace officer may arrest, without warrant, anyone committing a summary offence such as shoplifting.
- () 13. A juvenile cannot be fingerprinted or photographed.
- () 14. A juvenile court case is always seen before a judge, without a jury.
- () 15. If you have a past record of delinquency, you may be sent to a training centre or detention home.
- () 16. If you are a juvenile under arrest, you should always give the police officer your correct name and age.

LESSON 7

TOPIC

Shoplifting and Citizenship

PURPOSE

To explore the broader implications of shoplifting.

OBJECTIVES

1. Value

- (a) Demonstrate a willingness to participate in group discussions.
- (b) Compare the opposing values of loyalty to friends and personal honesty in a legal situation.

2. Knowledge

- (a) Identify alternative forms of action and hypothesize on the consequences when given a case study.
- (b) Identify the social consequences of breaking the law.
- (c) Understand that in the eyes of the law, an "accomplice" is equally as guilty as the offender.
- (d) Identify some possible consequences of shoplifting.

MATERIALS

Student Handouts: 4-15, "News Article" (p.200)
4-16, "The Role of A Friend" (p.201)

PROCEDURE

1. Brainstorm the consequences of shoplifting, positive and negative.
Gather as many answers from your class as possible.

Example of responses:

- lose parents' respect
- small store goes out of business (no part-time jobs for young people).

2. Hand out "News Article" and ask students to identify the consequences cited in the article and write them down if they are not in their original list.

Example of responses:

- some losses are added to the price, so we pay more.
- if young people steal, a new behaviour can be built in and they may begin other crimes.

Discuss these examples and the connection between theft and citizenship.

3. Hand out the reading, "The Role of a Friend" or read it to the class. Have students identify the alternatives that were open to Debbie.

Example of responses:

- she could have told Tracey to put the things back.
- she could have left Tracey immediately so she would not be accused as an accomplice.

Discuss with the students other situations that might arise whereby they might have to take an individual stand. You might have them write out such situations and put them in a box for later reference.

4. Students may be interested in knowing this was an actual case and that the particular store did not call in the police because both sets of parents came immediately when the store contacted them. A complete store record was filled out on Tracey and Debbie was named in the report as the "accomplice". Neither girl was to shop again in the store without her parents for one year. If either was caught in the store during that year, she would be charged with

petty trespassing.

5. If Debbie had decided to tell Tracey not to steal, which of the following reasons do you think Debbie should have used?

- (a) Do not steal because you might get caught and then you will be in serious trouble.
- (b) Do not steal because some day you will expect the law to help you.
- (c) Do not steal because your friends and your mom and dad will think you are not very nice.
- (d) Do not steal because it is against the law. It is our duty to obey the law.

NEWS ARTICLE

\$65 Million A Year Lost in Canada Shoplifting:
Too Costly to Tolerate

Sergeant John Simms of the police Crime Prevention Bureau advises that cities like Edmonton and Calgary are meeting losses through shoplifting of \$15 million a year.

"It is increasing more than other facets of crime", he believes, "and it is involving more people and younger kids."

While stores are taking more steps to counteract it, they have been using what they think is the simplest way of dealing with shoplifting, which is to 'write off' a certain amount of loss, adding it to the price.

But society pays another price for shoplifting. "Theft in itself causes behaviour patterns that are a social blight. I feel that once you start in theft, that can be the beginning of a life pattern of crime."

"So shoplifting is a community problem and a social problem", he says.

THE ROLE OF A FRIEND

Debbie and Tracey headed for the large department store in the local shopping centre. Christmas lights were blazing and the girls were anxious to finish their Christmas shopping. Debbie had only two more gifts to get and she still had ample money, so she was looking forward to picking out just the right gifts. Tracey, on the other hand, still did not have anything for her mother and she only had two dollars left. She wished she could get her mother something really nice, but she had not had many jobs babysitting this month and her allowance was very small.

The girls shopped around in the store. At fourteen, the world seemed full of good things to buy.

Suddenly, Debbie looked over to the next counter where Tracey was standing. She saw Tracey take a pair of pearl earrings and put them in her pocket. She then saw Tracey move over to the next counter and put two tubes of lip gloss in her other pocket. Tracey walked over to Debbie and said, "Let's go down to the record store and see what they have". Debbie agreed and the two girls left the store. As they walked down the mall, Tracey took one of the tubes of lip gloss out of her pocket to put some on her lips. At that moment, a determined-looking store detective stopped the girls and told them to come to the department store office immediately. She accused Tracey of shoplifting. Debbie protested that she had not taken anything. The detective asked her if she had seen Tracey take the items. Debbie said she had seen her take them and that she had not said anything to her. "In that case", said the store detective, "you are an accomplice; that is, you also are guilty in the eyes of the law."

LESSON 8

TOPIC

Two Juvenile Court Cases, or "Age and The Consequences".

PURPOSE

To introduce the idea of age as a determining factor when a young person is in conflict with the law.

OBJECTIVES

1. Value

Demonstrate a willingness to participate in group discussions.

2. Knowledge

Identify criteria used by judges to move a juvenile into adult court.

3. Skill

Complete retrieval charts from given data.

MATERIALS

Student Handout: 4-17, "The Thirteen-Year-Old" and
"The Fifteen-Year-Old" (p.204)
Retrieval Chart (example on p. 203)

PROCEDURE

1. Introduce this lesson by making students aware that a juvenile is not always one in the eyes of the law and may become an "adult" at the discretion of the judge who is hearing the particular case.

2. Distribute Student Handout 4-17 to each student, Read "The Thirteen-Year-Old" first. You may wish to have selected students role-play the situation. Next, read orally, "The Fifteen-Year-Old".
3. Put a retrieval chart on the chalkboard and with the students help, fill in the pertinent facts about each case. Have students copy the chart into their notebooks.

Example: Retrieval Chart (to be put on the board, blank)

Age	Prior contact with the law	Home and family background	Offence	Judge's decision
13	None.	School no problem. Caring home.	Possession of drugs for the purpose of traffick-ing.	Juvenile Court - Probation for three months.
15	Probation. Drug charges.	School dropout. Single parent often not at home.	Possession of drugs for the purpose of traffick-ing.	Adult Court - nine months in gaol.

4. As a class, discuss whether each decision was "just" or "unjust", based upon the facts as they appeared to each judge. Give several reasons why the judges' decisions are so different. (e.g., a boy becomes an "adult" in the eyes of the law at a given age, usually 16).

"THE THIRTEEN-YEAR-OLD"

A boy, thirteen years old, is arrested on the charge of possession of illegal drugs for the purpose of trafficking. He appears in Juvenile Court before a judge only. No one from the general public or the newspaper is permitted into the courtroom. This is the first time this boy has been apprehended by the police and charged. The probation officer has reported to the judge that this boy is easily led by others. He comes from a good home and does fairly well in school. The judge decides that the boy could benefit from being placed on probation for three months. He is released into his parents' custody, hopefully with the counselling necessary to prevent him from undertaking any further activities of an illegal nature.

"THE FIFTEEN-YEAR-OLD"

A boy, fifteen years old, is arrested on the charge of possession of illegal drugs for the purpose of trafficking. Upon arrival at the police station, he is photographed and fingerprinted. This boy is well known to the police, as he has been on probation previously for drug-related charges. He is a high school dropout and has only a mother at home. The mother is often absent from home. Because he is fifteen, he first appears before a Juvenile Court judge who, upon close examination of the past record of this boy, decides that the juvenile authorities cannot help him any longer. Therefore, his case is ordered transferred to adult court.

The judge in adult court has heard a number of drug-related cases recently. Trafficking in drugs is considered a very serious offence if committed by a person who is an adult. It does not matter that the adult in question is only fifteen years old. The judge hearing the case hands down a sentence of nine months in a provincial minimum security institution.

LESSON 9

TOPIC

Prison: An Answer or a Problem?

PURPOSE

To see prison life through the eyes of someone who has been in an institution.

OBJECTIVES

1. Value

Demonstrate a willingness to participate in group discussion.

2. Knowledge

(a) Identify the dehumanizing aspects of prison life according to given data.

(b) Identify the personal freedom lost by someone in gaol.

MATERIALS

Student Handout: 4-18, "Doing Time" (p.207) Class set.

PROCEDURE

1. Ask students to sketch quickly what comes to mind as they think of prison.
2. Discuss their understandings of prison and/or prison life. Some students may be able to refer to a movie or TV show they have seen; e.g., "The Birdman of Alcatraz", "Scared Straight",

3. Pass out the article "Doing Time" and explain that Danny Francis is pen name of a former inmate of Kingston Ontario Penitentiary. Read the article with the students.
4. Pose the following questions for discussion or written answers:
 - (a) Make a list of the words that tell you how Danny felt in prison.
 - (b) Identify the parts that Danny found dehumanizing.
 - (c) Devise a series of activities you think would be suitable for prisoners and/or design a prison that would be less dehumanizing.
5. You may wish to raise the following points during the discussion:

There are some people who seem to like prison. These people like the security of knowing someone else is responsible for making all the decisions and that they will get three meals a day.

OPTIONAL

Research such areas as rehabilitation, prison reform and various sentencing options.

NOTE: The National Parole Board may provide resource people.

'Doing time'

A former inmate of Kingston Penitentiary describes life inside a Canadian prison.

by DANNY FRANCIS

WHETHER YOU'VE SEEN them in person or just in a TV courtroom, you probably have a clear picture in your mind of some tough kids, arrested on break-and-enter charges, or maybe for drugs. They stand up there before the judge, every one of them "Joe Cool", grinning or glowering as they hear their sentence.

I can tell you that a few days later, some of those kids are crying themselves to sleep, or waking up screaming in the dark. What makes the difference is what happens when they get their first experience of a Canadian federal penitentiary.

No two institutions are exactly alike in their routines and rules, but they are all similar. I'll tell you about the typical reception a new convict gets at his first prison — a regional reception centre such as Kingston Penitentiary (KP).

NEW INMATES

From whichever city you were sentenced in, you arrive with a group, handcuffed or shackled or both. Shackles are cuffs for your legs, joined by a short chain from ankle to ankle. These are removed when the gates close behind you, and so is most of your individuality. It doesn't matter much what name you came with; you're now a "fish", the name used for new arrivals by both guards and other inmates.

You are given your first "frisk", a search for weapons, in your street clothes, and then finger prints are taken. Under guard, you strip off all your clothes — suit, coat, shoes and all are crammed into a paper bag for storage. Under newer regulations, you can keep your watch, rings, or medals. Next comes a dehumanizing experience no one ever really forgets. You are bent over and your rectum is searched for contraband (a word which usually means "drugs" in prison). Then your hair, your mouth, your armpits and even the soles of your feet are searched. If you have dentures, out they come too.

This personal search gives you a sharp taste of the vulnerability and helplessness you will feel so many times during your life in prison.

Next, wearing a robe, you are interviewed briefly and taken to have your hair cropped to "military" length. Fortunately, inmates are now allowed to grow their hair back to almost any length and style they choose. After a de-lousing shower under guard, you step firmly into your new prison identity — heavy shoes and socks, green pants, shirt and seasonal jacket. This is where you learn your number. It's on all your clothes. Regulations have been changed so that staff members must call an inmate by his or her name, but the number still sticks in many day-to-day ways.

The fish are lined up and marched deeper into the prison (in KP, to the "dome" made infamous during the bloody riot of 1971). There you collect a mirror, shaving gear, a cup for tea or coffee, a knife, fork and spoon, plus an earphone for the radio in your cell. It's not like TV, where a newcomer is dumped into the top bunk of a three- or four-man room. Your cell is only five feet by nine — but it's all yours. There's a narrow bed, a cupboard, a sink (cold water only) and a toilet bowl easily visible through the open bars of your door. Most inmates find it hard to adjust to having some of their most private functions suddenly made public.

THE FIRST DAYS

In the days that follow, a fish begins a series of interviews that covers a period of six weeks to two months. A Work Board checks what work you're suited to and want to do (often not the same thing). Newcomers usually end up mending mailbags or working in the tailor shop. A Classification Officer tries to find out what your nature is, criminal and personal, and probes to see what background produced it. Whatever file he puts together on you follows you around from prison to prison. It doesn't take much to figure out that here, with this particular officer, is a good place to tell your best lies. You also are taken to see doctors and psychologists. They add to your file a quick professional estimate that may make or break your chances for a pass or parole, even years later.

Within a couple of days of your arrival, you have had the rules and

regulations spelled out. You already know on what date you will be eligible to write to the Parole Board. As the tedious days pile up, that parole eligibility date may become more important and more familiar than your own birthday.

Every convict (as the public calls us), or resident (as the staff calls us) or inmate (as we call ourselves) reacts differently to his first time in prison. There is a general saying, though: it takes six months to get used to a place; then for six months you settle down and "do your time", as we put it; then you start waiting to get out. For anyone doing a "stretch", or sentence, much longer than two years, that waiting period seems endless.

DAILY ROUTINE

At 7.00 a.m., you're wakened by bells or buzzers. You dress, make your bed, walk down the "range" (corridor between cells on your own floor) and take your breakfast tray from a slot in the kitchen wall. You return to your cell and eat alone. Whatever was hot has gone cold by then. Between 8.00 and 8.30 the cell doors open again so that you can return your tray. If you've been assigned to work, you go. If not, it's back to your cell till you're called to an interview or till your lunch tray is ready. Once a week you can pick up a book from the library; twice a week you can take a shower; once a week you can change your underwear, and put a clean sheet and pillowcase on your bed.

One way or another, lunch time comes. After your tray is returned, it is the same choice: back to work or back to your cell. Usually around 3.00 there is "yard-up", an exercise time when all the inmates can go outdoors. Some play baseball or handball in season; others lift weights. Some just walk and walk, trying to keep their minds and bodies together, breathing open air. If an inmate is confined for punishment to the "hole", (also known as solitary or segregation), he is allowed to exercise outdoors in a smaller wired-in yard. But few have the heart to pace like animals in these little cages. The idea of animals, zoos and cages is constantly with you in jail.

After yard-up, it's back to your cell for



The main gates of Kingston penitentiary, seen from the outside. Do you feel that the loss of freedom actually is a deterrent to crime?

the same drill with the supper tray. However, about 6.00 the cells open so that the residents of each range (usually 30 in the men's prisons) can get together to play cards or watch television till 10.30 or 11.00. The loss of freedom is sometimes seen in small things, such as never getting to see a TV show you like because there is one set to 30 men and the majority vote for sports.

Anyway, when that cell door locks behind you and the count is taken to make sure nobody's missing, you're all alone in your own small world till the man lets you out next morning.

To an inmate, "the man" is anybody in "the administration", and the administration is everybody who isn't an inmate. This is part of prison's psychological warfare, this drawing up of sides for a continual conflict. Just as the administration strips away the inmate's personality through clothes, numbers, rules and routines, so the inmate depersonalizes his keepers by using the general term "the man".

And so it is when the man locks your bars for the night that the smallness of your world gets to you. "The street", as we call everything outside prison, becomes more unreal every day. So do friends and family.

At this stage, if an inmate has any visitors (and most don't), he visits with them unnaturally through glass and wire mesh. Sometimes with an eavesdropping "bug" operated by the man. There is no official restriction on letters, but eventually the flow of mail dries up as

the writers and their lives lose reality for the person inside.

The real world becomes the buzzers and bells, the bars, the locks, the meal trays, the daily drill. (If you've ever had a long stay in hospital, you'll know what I mean about a little world lost inside the big one.) The cage closes in till you feel as rejected by society as a mutt at the dog pound. You are shut away from everything you want and shut in with God knows what. Night on any prison range is regularly spoiled by snoring. Often it's cut to pieces by inmates screaming, unconsciously, in their sleep.

TRANSFER

When the Selection Board decides where to transfer you, then you really settle down and start to work at getting your time over with. At the second prison, you may have a chance to go to school inside or take extension courses from a university or community college. There is vocational training — brick-laying, carpentry, welding, etc. — often with good teachers in modern shops. After six months there, you may apply for a pass to visit officially-approved people outside.

At this second stop, you have a larger cell and more privacy, because there are steel doors instead of bars. You can take a shower whenever you're free, rather than twice a week. You eat with other people in a dining room. You are issued casual clothes as well as work clothes. There is more mixing with people from the street. Unless you are in a maximum

security institution such as Millhaven.

Depending on the local administration's attitude, you may be able to meet street people through prayer and Bible-study groups, bridge clubs, native peoples' groups, the Cursillo movement (a religious fellowship featuring retreats which mix inmates and outsiders very successfully), hockey and baseball teams, and musical groups. This kind of activity is the only thing prisons provide in the way of rehabilitation, despite the current push for inside change.

Most inmates will confirm that you can't reform people by locking them up in dungeons. Punish, yes; reform, no. Some people serving life sentences say it would be kinder — and better for society, too — to kill them than to put human beings behind bars for 10 years and longer. Do you agree?

In prison you become a robot. You no longer have to think for yourself. The man tells you when to eat, when to sleep, when to work and where. Soon you learn that it pays to stop feeling, too. You cut off your feelings a bit at a time, like chopping off fingers and toes until your arm and leg are gradually gone. You train yourself not to care what's happening, so that everybody will leave you alone. If someone is knifed or punched, you don't see it. If you get bad news, you don't feel it.

What the prison system releases onto the street, then, at the end of his sentence, is a man who could be called an emotional cripple. He may have lost his family and his home because he was so far away for so long. He likely has no job, and now he has a record to carry with him to the Manpower office. Yet, society expects this man — or his female counterpart — to come out with some magical new sympathy for other people's feelings and rights, and more respect for law and authority.

In fact, Canada pays millions of dollars to shut thousands of men and hundreds of women away in cages where they cannot learn responsibility. In a strange way, I think society expects them to come out of this process not only normal people, but better citizens than many on the street. It is not logical.

You can't win in prison. There's just no way. And the odds are against your ever winning much once you've been there.

LESSON 10

TOPIC

Parole

PURPOSE

To introduce students to the concept of parole.

OBJECTIVES

1. Value

- (a) Demonstrate a willingness to participate in group discussion.
- (b) Make a personal decision about the relative seriousness of various criminal offences.
- (c) Develop further a personal meaning of "justice" and "citizenship".

2. Knowledge

Define the concept of parole.

MATERIALS

- 1. Student Handouts: 4-19, "The Parole Board" (p.218) Class set.
4-20 - 4-22, Parole Documents. Copies as desired.
- 2. 4-C, Teacher Background Information (p.211-217)

PROCEDURE

It is recommended that teachers read the background information sheets before beginning this lesson.

- 1. Briefly discuss with the students the idea of parole and draw out their ideas on what it is.
- 2. Pass out "The Parole Board" and have students pick eight inmates to place on parole giving their reasons for choosing those people.
- 3. Have students now work in pairs, defending their choices.

4. If students are interested, provide them with copies of the documents. Otherwise, review the conditions of parole and have students put these in their data books under "Justice".
5. Raise research questions again and review each one. Examples of research questions referring to recent learnings are:
 - (a) What impact can the institution of prison have upon the individual?
 - (b) What can an individual do if a member of the legal institution abuses his/her power?
 - (c) How does our individual point of view affect our understanding of the legal system?
 - (d) How does the legal system demonstrate special treatment for young people?
 - (e) How does the Small Claims Court attempt to meet the needs of the individual.

REMINDER

Add generalizations learned to wall chart.

Examples might be:

- offences are either civil or criminal.
- civil law affects more Canadians than does criminal law.
- Small Claims Courts in Alberta permit the citizen to take direct action.
- individual points of view affect our decision-making
- criminal law recognizes a difference between adults and juveniles.

EVALUATION

See 4-D, "Evaluation Instrument" (p.225-226), as an example of testing unit. Mark value is twenty points.

TEACHER BACKGROUND

What is Parole?

Parole is a form of conditional release from prison of carefully selected inmates prior to the completion of their sentences. Men and women released on parole continue to serve their sentence in the community under conditions laid down by the National Parole Board and are subject to the supervision of a parole officer. Parole is the final step in the correctional process and can be described as an aid to social integration of offenders into the community. Parole is also for the protection of the public, in that behaviour is closely monitored and immediate action is taken if behaviour deteriorates.

History of Parole

In Canada, prior to 1899, release from prison was related to the philosophy of clemency and was called the Royal Prerogative of Mercy. Under the Royal Prerogative of Mercy, an individual was released primarily for humanitarian reasons and no conditions were attached to his release.

In 1899, a form of release called the "Ticket of Leave" was introduced. Initially, the Ticket of Leave was granted on the basis of clemency, but as more aftercare agencies were established in Canada, supervision of the conditionally released became somewhat more sophisticated. Rules and procedures were adapted for releasing prisoners and the possibility of reforming an offender became an

important factor in the decision to release prisoners, as opposed to the philosophy of clemency.

Finally in 1958, the Parole Act was enacted, incorporating the context of reform and rehabilitation as statutory considerations in the granting of parole. Also included in the new Act was the transferring of authority to grant parole to a board with members appointed by the Governor in Council, namely the National Parole Board.

Structure of National Parole Board and Canadian Corrections Service

The National Parole Board is divided into five regions, namely:

1. British Columbia
2. Prairies
3. Ontario
4. Quebec
5. Maritimes

The Canadian Corrections Service is also divided into five regions which coincide with the National Parole Board regions, and offices are located in most major centres. The Canadian Corrections Service is comprised of what was formerly known as the National Parole and Canadian Penitentiary Services and both are components of the Solicitor General's Department of Canada.

Responsibilities of the National Parole Board and Canadian
Corrections Service

Basically, the National Parole Board is responsible for decisions such as granting or denying parole and day parole. The community arm of the Canadian Corrections Service (formerly known as National Parole Service) is responsible for:

1. Penitentiary Placement - Penitentiary placement is a process which takes place after an adult has been sentenced to a penitentiary. Its purpose is to:
 - (a) gather data in reference to the sentenced person's history;
 - (b) make a decision as to the type of institution required by that particular individual (i.e., maximum or medium security);
 - (c) prepare the newly sentenced inmate for imprisonment; and
 - (d) initiate contact with newly sentenced inmates' families and significant others in order to inform them of the prison and parole processes.
2. Case Preparation - Case preparation is twofold in that parole officers' responsibilities include:
 - (a) reviewing and helping inmates with proposed institutional and release plans; and

- (b) providing the National Parole Board with individual background information as well as a parole recommendation in order to assist the board members to arrive at a parole decision (i.e., granted or denied). Case preparation also includes ongoing contact between the parole officer, the penitentiary staff and the inmate in order to facilitate institutional programme planning and release planning.

3. Supervision - Supervision involves:

- (a) providing the parolees with needed services (i.e., financial and employment counselling, family counselling and/or psychiatric services);
- (b) enforcing parole conditions; and
- (c) protection of society by monitoring parolees' behaviour in the community. A parole supervisor can use a certain amount of discretion and flexibility in enforcing conditions of parole. It is believed that each case should be dealt with individually and judged on its own merit.

TYPES OF PAROLE

1. Day Parole

Day Parole is a form of gradual release whereby an inmate is allowed to work in the community during the day and is required to return to the Centre in the evening. Community Correctional Centres serve as residential centres in the community and provide day

parolees with an opportunity for a gradual, structured re-integration into the community. Counsellors at these centres provide support as well as monitoring daily behaviour of individuals during this transition period.

2. Full Parole

Full Parole does not require that a parolee return to a community correctional centre as does Day Parole. While on Full Parole, individuals may live alone or with family and friends as long as it has been approved by the Parole Board. They must abide by the conditions which governed their release and if they fail to abide by these conditions, a parole officer can recommend to the Parole Board that they be returned to prison.

3. Mandatory Supervision

Those individuals who have not been granted a Day Parole or a Full Parole are subject to a type of compulsory release at approximately two-thirds of their sentence called Mandatory Supervision. The National Parole Board does not make a decision to release these individuals; however, the Mandatory Supervision client is subject to the same conditions as an individual on Full Parole.

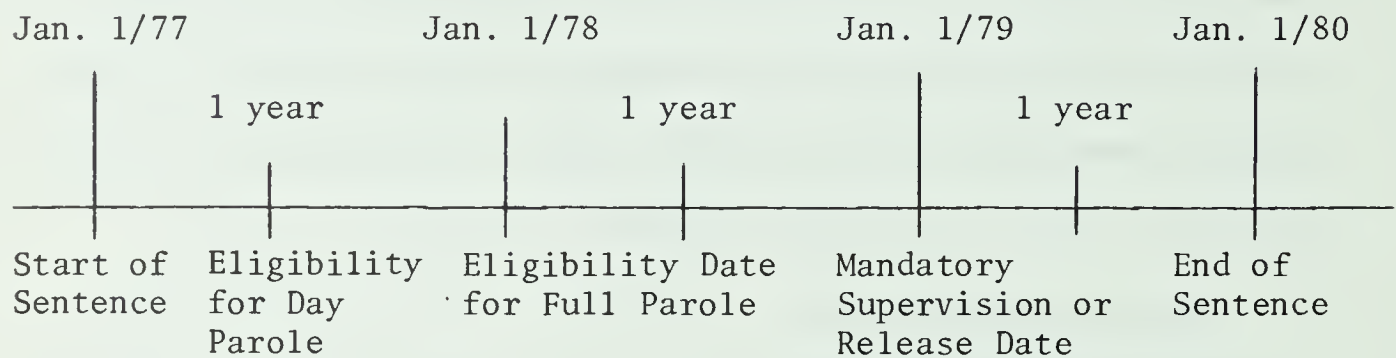
4. Revocation

Paroles, Day Paroles and Mandatory Supervision cases can be returned to prison at any time should the parolee not abide by the conditions of release. As stated earlier, the parole supervisor can recommend to the National Parole Board that an individual be

returned to prison; however, the final decision rests with the Parole Board.

ELIGIBILITY FOR PAROLE

The Parole Act dictates when an individual, who is serving a sentence in a provincial or federal correctional institution, is eligible for a parole. The following graph best demonstrates eligibility dates:



As can be seen by the graph, inmates are eligible for Full Parole after they have served approximately one-third of their sentence or seven years, whichever is the lesser. Inmates are eligible for Day Parole after they have served six months or one-half of the time before eligibility date of Full Parole, or whichever is the greater. However, when individuals are serving a lengthier sentence, they are not eligible for Day Parole unless they are within two years of Full Parole eligibility. Eligibility does not mean they will be granted parole, but means their cases will be

reviewed. Should parole be denied at the time of the individual's eligibility date, this does not mean the Parole Board cannot grant parole.

CONCLUSION

Parole, as the community supervision phase, means return of the offender to the community under the supervision of the parole section of the Canadian Corrections Service. This marks the beginning of the final segment of an individual's sentence. The community supervision phase of the sentence provides the offender with a final opportunity to live within the law. Community supervision is intended to provide the offender with an environment helpful to behavioural change and to increase opportunities for self-determination while, at the same time, taking into consideration the public's concern for the protection of society.

THE PAROLE BOARD

You are on the parole board in your province. There has been a great rise in the crime rate and, as a result, a large number of criminals have been convicted and sentenced. You must grant parole to eight of the inmates on this list to make room for the most recent crop of criminals.

1. A bookseller convicted of selling pornographic material.
2. An arsonist convicted of setting four fires to public buildings, now "cured" after serving eight months of a three-year sentence.
3. A banker convicted of embezzling \$1 million from a city bank.
4. An ex-college student and heroin addict serving time for pushing hard drugs to juveniles.
5. A "Godfather" convicted for tax evasion.
6. A newspaper reporter convicted of refusing to identify his news sources in a delicate case involving three members of the Prime Minister's cabinet.
7. A doctor convicted of criminal malpractice.
8. A political radical who supported the F.L.Q. crisis.
9. A bookmaker convicted on gambling charges.

(What additional information would be helpful to you in making your decision?)

Pardon

Extract from the Criminal Records Act

Extrait de la Loi sur le casier judiciaire

Chap 40, SC 1969-1970 18-19 Elizabeth II

Assented to 11th June, 1970

Sanctionnée le 11 juin 1970

APPLICATION FOR PARDON

DEMANDE DE PARDON

Application
for pardon

3. A person who has been convicted of an offence under an Act of the Parliament of Canada or a regulation made thereunder may make application for a pardon in respect of that offence.

5

3. Une personne déclarée coupable d'une infraction en vertu d'une loi du Parlement du Canada ou d'un règlement qui en découle peut présenter une demande de pardon à l'égard de cette infraction.

5

Demande de
pardon

PROCEDURE

PROCÉDURE

Making of
application

4. (1) An application for a pardon shall be made to the Minister, who shall refer it to the Board.

4. (1) Une demande de pardon doit être adressée au Ministre qui la transmet à la Commission.

Production
de la
demandeInquiries
by Board

(2) The Board shall cause proper inquiries to be made in order to ascertain the behaviour of 10 the applicant since the date of his conviction, but such inquiries shall not be made

(2) La Commission doit faire effectuer une enquête suffisante pour connaître la conduite 10 du requérant depuis la date de sa condamnation, mais il ne peut être procédé à une telle enquête,

Enquête et
rapport par
la Commis-
sion

(a) where the applicant was convicted of an offence punishable on summary conviction in proceedings under Part XXIV of the *Criminal Code*, until, in the case of the imposition on the applicant of

a) lorsque le requérant a été déclaré coupable d'une infraction punissable sur déclara- 15 tion sommaire de culpabilité à la suite de procédures engagées en vertu de la Partie XXIV du *Code Criminel*, au cas où le requérant s'est vu infliger

(i) a sentence of imprisonment,

(ii) a period of probation, or

(iii) a fine,

20

(i) une peine d'emprisonnement,

20

(ii) une période de probation, ou

(iii) une amende,

two years have elapsed since the termination of the sentence of imprisonment, the termination of the period of probation or the payment of the fine, as the case may be, or in the case of the imposition on the ap- 25 plicant of

avant que deux années ne se soient écoulées depuis l'expiration de la peine d'emprisonnement ou de la période de probation ou le 25 paiement de l'amende, selon le cas; ou si le requérant s'est vu infliger

(iv) a period of probation in addition to a sentence of imprisonment,

(v) a period of probation in addition to a fine, or

30

(vi) a fine in addition to a sentence of imprisonment,

(iv) une période de probation en plus d'une peine d'emprisonnement,

(vi) une période de probation en plus 30 d'une amende, ou

(vi) une amende en plus d'une peine d'emprisonnement,

two years have elapsed since the later of the termination of the sentence of imprisonment, the termination of the period of probation or the payment of the fine, as the case may be; or

avant que deux années ne se soient écoulées depuis l'expiration de la peine d'emprison- 35 nement ou de la période de probation ou le paiement de l'amende, selon le cas, en prenant celui de ces événements qui s'est produit le dernier; ou

(b) in any other case, until five years have elapsed since the date from which the two year period provided in paragraph (a) would have been computed, if that paragraph had been applicable to the applicant.

b) dans tout autre cas, avant que cinq 40 années ne se soient écoulées depuis la date à partir de laquelle le délai de deux ans visé à l'alinéa a) aurait été calculé si cet alinéa avait été applicable au requérant.

Calculation
of period
of sentence

(3) For the purposes of this section, in calculating the period of any sentence of imprisonment imposed on an applicant there shall be included, in addition to any time spent by him in custody pursuant to that sentence, 5 any period of statutory remission granted to him in respect thereof.

Report by
Board

(4) Upon completion of its inquiries, the Board shall report the result thereof to the Minister with its recommendation as to whether 10 a pardon should be granted but, if the Board proposes to recommend that a pardon should not be granted, it shall, before making such a recommendation, forthwith so notify the applicant and advise him that he is entitled to 15 make any representations to the Board that he believes relevant; and the Board shall consider any oral or written representations made to it by or on behalf of the applicant within a reasonable time after any such notice is given 20 and before making a report under this subsection.

Grant of
pardon

(5) Upon receipt of a recommendation from the Board that a pardon should be granted, the Minister shall refer the recommendation to the 25 Governor in Council who may grant the pardon which shall be in the form set out in the Schedule.

EFFECT OF GRANT OF PARDON

Effect of
grant

5. The grant of a pardon

(a) is evidence of the fact that the Board, 30 after making proper inquiries, was satisfied that an applicant was of good behaviour and that the conviction in respect of which the pardon is granted should no longer reflect adversely on his character; and 35

(b) unless the pardon is subsequently revoked, vacates the conviction in respect of which it is granted and, without restricting the generality of the foregoing, removes any disqualification to which the person so 40 convicted is, by reason of such conviction, subject by virtue of any Act of the Parliament of Canada or a regulation made thereunder.

(3) Aux fins du présent article, il faut inclure, dans le calcul de la durée d'une peine d'emprisonnement infligée à un requérant, en plus du temps qu'il a passé en prison à cause de cette peine, toute période de réduction statu- 5 taire qui lui a été accordée relativement à cette peine.

Calcul de
la durée de
la peine

(4) A la fin de son enquête, la Commission doit faire part de ses résultats au Ministre, ainsi que de sa recommandation sur l'opportunité de 10 l'octroi d'un pardon; toutefois si la Commission se propose de recommander qu'un pardon ne soit pas octroyé, elle doit, avant de faire cette recommandation, en aviser immédiatement le requérant et l'informer qu'il a le droit 15 de présenter à la Commission toutes observations qu'il estime pertinentes. La Commission doit alors examiner toutes observations orales ou écrites qui lui sont présentées par le requérant ou pour son compte dans un délai raison- 20 nable après qu'un tel avis a été donné et avant qu'un rapport ait été fait en vertu du présent paragraphe.

Rapport
de la Com-
mission

(5) Au reçu d'une recommandation de la Commission préconisant l'octroi du pardon, le 25 Ministre doit transmettre ladite recommandation au gouverneur en conseil qui peut accorder le pardon; celui-ci doit être rédigé selon la formule indiquée à l'annexe.

Octroi du
pardon

EFFET DE L'OCTROI DU PARDON

5. L'octroi d'un pardon

30 Effet de
l'octroi

a) est la preuve du fait que la Commission, après avoir effectué une enquête suffisante, est convaincue que le requérant a eu une bonne conduite et que la condamnation à l'égard de laquelle le pardon est accordé ne 35 devrait plus nuire à sa réputation; et

b) à moins que le pardon ne soit révoqué par la suite, annule la condamnation pour laquelle il est accordé et, sans restreindre la portée générale de ce qui précède, élimine toute 40 déchéance que cette condamnation entraîne, pour la personne ainsi déclarée coupable, en vertu de toute loi du Parlement du Canada ou d'un règlement établi sous son régime.

SOLICITOR GENERAL OF CANADA

APPLICATION FOR PARDON
CRIMINAL RECORDS ACT

SOLICITEUR GÉNÉRAL DU CANADA

DEMANDE DE PARDON
LOI SUR LE CASIER JUDICIAIRE

In the case of a conviction of an offence punishable on summary conviction proceedings under Part XXIV of the Criminal Code, no enquiry is made if two years have elapsed since the later of the termination of a sentence of imprisonment, the termination of a period of probation or the payment of a fine, as the case may be. A certified copy of the Certificate of Application must be obtained from the Clerk of the Court and forwarded with the application as evidence that the offence was proceeded under Part XXIV of the Criminal Code. This Certificate is not required if five years have elapsed.

In other cases, five years must have elapsed before an enquiry is conducted.

The information you provide will be used to investigate the merits of your application. All answers must be accurate and complete and should be typed, printed or legibly handwritten.

A completed application in duplicate should be forwarded to:

THE SOLICITOR GENERAL OF CANADA
SIR WILFRID LAURIER BUILDING
OTTAWA, ONTARIO

Dans le cas d'une déclaration de culpabilité afférente à une infraction punissable sur déclaration sommaire de culpabilité à la suite de procédures engagées en vertu de la Partie XXIV du Code Criminel, aucune enquête n'est faite à moins que deux années ne se soient écoulées depuis le dernier en date des événements suivants: soit l'expiration d'une peine d'emprisonnement, soit l'expiration d'une période de probation, soit le paiement d'une amende, selon le cas. Une copie certifiée du Certificat de déclaration de culpabilité doit être obtenue du greffier du tribunal et envoyé avec la présente demande à titre de preuve selon laquelle l'infraction a été jugée en vertu de la Partie XXIV du Code Criminel. Ce certificat n'est pas exigé si cinq années se sont écoulées.

Dans tous les autres cas, il faut que cinq années se soient écoulées avant qu'une enquête ne soit commencée.

Les renseignements que vous donnez serviront à enquêter sur le bien-fondé de votre demande. Toutes les réponses doivent être exactes et complètes; il faut les écrire à la machine ou en lettres moulées ou lisiblement à la main.

Il faut faire parvenir la formule de demande remplie en deux copies au:

SOLICITEUR GÉNÉRAL DU CANADA,
ÉDIFICE SIR WILFRID LAURIER,
OTTAWA, ONTARIO.

In accordance with the Criminal Records Act, I hereby make application for a pardon in respect of:
Conformément à la Loi sur le casier judiciaire, je fais par les présentes une demande de pardon

- ☐ the convictions set out in paragraph 12 of this application, and
relativement aux déclarations de culpabilité énumérées à l'alinéa 12 de la présente demande, et
- ☐ such other convictions as may be recorded against me.
relativement aux autres déclarations de culpabilité qui peuvent être consignées dans mon dossier.

2. Surname/Nom de famille		Nee/Né	3. First and Other Names/Prénoms	
4. Date and Place of Birth/Date et lieu de naissance		5. Marital Status/État civil		
Day/Jour	Month/Mois	Year/Année	Place/Lieu	
6. Resident Address (if less than 2 years also give previous address) Adresse personnelle (si elle remonte à moins de 2 ans, donnez de plus l'adresse antérieure)		7. Home telephone Numéro de téléphone au domicile	8. Business telephone Numéro de téléphone au lieu de travail	9. Military identification number Numéro matricule militaire
Previous -- Antérieure				

Dependents (wife, children and others) / Personnes à charge (épouse, enfants, et autres)			
Name / Nom	Relationship / Lien de parenté	Age of Children / Age des enfants	Address if different from 6 Adresse, si elle diffère de votre adresse personnelle

Employment since the last conviction (Indicate by an asterisk (*) if employer is not aware of the conviction(s))
Emplois depuis la dernière déclaration de culpabilité (Indiquez par un astérisque (*) si l'employeur n'est pas au courant de votre(s) condamnation(s)).

From/Du	To/Au	Name and Address of Employer / Nom et adresse de l'employeur	Telephone Number Numéro de téléphone	Occupation Occupation ou Travail	Salary / Salaire

Day/Jour Month/Mois Year/Année Signature

Upon receipt of this application, I understand that the information may be used in conducting an investigation and copies may be forwarded on a confidential basis to the appropriate law enforcement agencies.
Il est entendu que les renseignements fournis dans la présente demande peuvent servir à mener une enquête et que des copies peuvent en être envoyées à titre confidentiel aux organismes appropriés chargés de l'application de la loi.
Declaration
I certify that the statements made by me in this application are true and complete to the best of my knowledge.
J'atteste que les déclarations que j'ai faites dans la présente demande sont, autant que je sache, vraies et complètes.

Name/Nom	Address/Adresse	Telephone No. No de téléphone	Name of Employer/Nom de l'employeur
<p>Name at least five persons to whom an investigator may refer in confidence. Do not include relatives, employers or employees. Indicate by an asterisk (*) if reference is not aware of your conviction(s) Nommez au moins cinq personnes à qui un enquêteur peut demander confidentiellement des références. Ne mentionnez ni parents, ni employeurs, ni employés. Indiquez par un astérisque (*) si le répondant n'est pas au courant de votre (vos) condamnation(s).</p>			

<p>Describe the circumstances of the commission of each offence. (Attach extra sheets if necessary) Décrivez les circonstances qui ont entouré la perpétration de chaque infraction. (Utilisez des feuilles additionnelles, au besoin)</p>			
<p>State FPS or other identification number related to the offence if known. Mentionnez le numéro FPS ou un autre numéro d'identité se rapportant à l'infraction, s'il est connu.</p>			

Date/Date	Place/Lieu	Offence/Infraction	Sentence/Sentence

CONDITIONS OF PAROLE
CONDITIONS DE LA LIBERATION CONDITIONNELLE

The parolee shall abide by the conditions of his parole and all instructions which may be given by his supervisor from time to time:

Le libéré conditionnel doit se conformer aux conditions de sa libération et à toutes les directives que peut lui donner à l'occasion son surveillant:

and shall abide by this special condition:
et il doit se conformer à cette condition spéciale:

PAROLE CERTIFICATE
CERTIFICAT DE LIBERATION
CONDITIONNELLE



NATIONAL PAROLE BOARD
COMMISSION NATIONALE DES
LIBERATIONS
CONDITIONNELLES

Parole Act — Loi sur la libération conditionnelle de détenus
S.R.C. 1970 c. P-2

This is to certify that

Le présent certificat atteste qu'à

who was serving a term of imprisonment in
qui purgeait une sentence d'emprisonnement à

was granted

a été accordée une libération

parole
conditionnelle

provided parole is not suspended, revoked, forfeited or terminated,
à condition que cette libération conditionnelle ne soit pas suspendue,

it will expire on

révoquée, frappée de déchéance ou terminée, elle prendra fin le

FOLD
PLIER

Date

Signature - Parolee / Libéré

Issued on — Délivré le

Registrar — Greffier

INSTRUCTIONS

Pursuant to the conditions of your parole you must obey these instructions. Failure to do so may result in suspension and revocation of parole.

En conformité avec les conditions de votre libération, ces instructions doivent être suivies. Tout manquement peut amener la suspension et la révocation du certificat.

You must proceed directly to

Vous devez vous rendre directement à

and report to your Parole Supervisor

et vous rapporter à votre surveillant

At

A

Representative — Représentant

Parole Supervisor — Surveillant

ACKNOWLEDGEMENT — RECONNAISSANCE

I understand that the parole certificate is the property of the National Parole Board and must be delivered on demand of the National Parole Board or of my supervisor. I also understand that I am still serving my term of imprisonment and that parole has been granted to allow me to resume my activities as a citizen at large in the community under supervision.

I fully understand and accept all the conditions (including the conditions printed overleaf), regulations and restrictions governing my release on parole. I will abide by and conform to them strictly. I also understand that if I violate them I may be recommitted.

Je comprends que le certificat de libération conditionnelle appartient à la Commission Nationale des Libérations Conditionnelles et doit être retourné sur demande de la Commission Nationale des Libérations Conditionnelles ou de mon surveillant. Je comprends aussi que je continue de purger ma sentence mais que je suis libéré conditionnellement et sous surveillance afin de me permettre de poursuivre dans la société mes activités de citoyen.

Je comprends parfaitement et j'accepte toutes les conditions (y compris les conditions imprimées au verso), les règles et les restrictions auxquelles est assujettie ma libération conditionnelle. Je m'y conformerai complètement. Je comprends également que si je ne les respecte pas, je puis être réincarcéré.

Certificate Dated Date du certificat	Released on — Date libéré	Paroled Inmate — Libéré	
		Witness — Témoin	Date

REPORTS TO POLICE — RAPPORTS À LA POLICE

Initials <i>Initiales</i>	Date	Initials <i>Initiales</i>	Date	Initials <i>Initiales</i>	Date	Initials <i>Initiales</i>	Date	Initials <i>Initiales</i>	Date

VISITS TO SUPERVISOR — VISITES AU SURVEILLANT

CONDITIONS DE LA LIBERATION CONDITIONNELLE

CONDITIONS OF PAROLE

1. To remain until expiry of sentence under the authority of the designated Representative of the National Parole Board.
2. To proceed forthwith directly to the area as designated in the instructions and, immediately upon arrival report to the Parole Supervisor and after to the Police as instructed by the Supervisor.
3. To remain in the immediate designated area and not to leave this area without obtaining permission beforehand from the Representative of the National Parole Board, through the Parole Supervisor. (i.e., Calgary City Limits)
4. To endeavour to maintain steady employment and to report at once to the Parole Supervisor any change or termination of employment or any other change of circumstances such as accident or illness.
5. To obtain approval from the Representative of the National Parole Board, through the Parole Supervisor before:
 - (a) purchasing of motor vehicle
 - (b) incurring debts by borrowing money or instalment buying;
 - (c) assuming additional responsibilities, such as marrying;
 - (d) owning or carrying fire-arms or other weapons.
6. To communicate forthwith with the Parole Supervisor or the Representative of the National Parole Board if arrested or questioned by police regarding any offence.
7. To obey the law and fulfill all legal and social responsibilities.

1. Demeurer jusqu'à l'expiration de la sentence sous l'autorité du représentant désigné par la Commission nationale des libérations conditionnelles.
2. Se rendre directement et immédiatement à l'endroit spécifié dans les instructions et dès l'arrivée se rapporter au Surveillant et ensuite à la police selon les instructions du Surveillant.
3. Demeurer dans les environs immédiats tel que désigné et ne pas quitter ce territoire avant d'obtenir au préalable, par l'entremise du Surveillant, la permission du représentant de la Commission nationale des libérations conditionnelles.
4. S'efforcer de travailler régulièrement et faire part immédiatement au surveillant de tout changement ou cessation d'emploi ou tout autre changement de circonstances comme un accident ou la maladie.
5. Obtenir au préalable l'autorisation du représentant de la Commission nationale des libérations conditionnelles par l'entremise du surveillant avant de:
 - (a) faire l'achat d'une automobile;
 - (b) contracter des dettes par emprunt d'argent ou par achat à tempérament;
 - (c) assumer des responsabilités additionnelles comme le mariage
 - (d) posséder ou avoir en sa possession une arme à feu ou toute autre arme.
6. Communiquer immédiatement avec le surveillant ou le représentant de la Commission nationale des libérations conditionnelles si arrêté ou interrogé par un officier de police au sujet d'une offense quelconque.
7. Obéir à la loi et s'acquitter de toutes les responsabilités légales et sociales.

EVALUATION INSTRUMENT

1. John and Jim witnessed a serious car accident. They gave their names to the police as witnesses and each wrote out what he had seen. When Police Officer Anderson read the accounts, he discovered some wide differences in what they said they had seen. Assuming both men had honestly reported what they had seen, how can you explain the differences in their reports? _____

2. What is one major difference in a policeman's power to arrest in Canada as opposed to the United States? _____

3. During an arrest, who requires protection under the law - the person being arrested or the police? _____
4. Is it possible for judges to move a juvenile into adult court? Give one reason why a judge might do this. _____

5. Read the following story and respond as requested:
Gordon's parents are upset. He borrowed the family car to drive a friend to work. His parents had told him not to drive for a week because he had brought the car home twice with an empty gas tank. Gordon said his friend would have lost his job if he had been late again for work. Gordon felt he had to help his friend.
(a) Justify Gordon's point of view, giving reasons. _____

(b) Justify Gordon's parents' points of view, giving reasons.

(c) Decide which point of view you think is correct and why.

6. Persons on parole have certain restrictions on their freedom. Identify two of these restrictions. _____

7. Small Claims Court is an example of what kind of law? _____

8. Shoplifting is an example of how people get involved in what kind of law? _____

9. When judges decided upon a juvenile case, they consider certain other things besides the "facts". Name two things the judge may consider.

4-D - Answer Sheet

EVALUATION INSTRUMENT

1. John and Jim witnessed a serious car accident. They gave their names to the police as witnesses and each wrote out what he had seen. When Police Officer Anderson read the accounts, he discovered some wide differences in what they said they had seen.

Assuming both men had honestly reported what they had seen, how can you explain the differences in their reports?

ANSWER: (point of view or frame of reference)

2. What is one major difference in a policeman's power to arrest in Canada as opposed to the United States?

ANSWER: (reading a person's rights is a U.S. law)

3. During an arrest, who requires protection under the law - the person being arrested or the police?

ANSWER: (both)

4. Is it possible for judges to move a juvenile into adult court? Give one reason why a judge might do this.

ANSWER: (seriousness of particular offence, long record of delinquency, older rather than younger juvenile)

5. Read the following story and respond as requested:

Gordon's parents are upset. He borrowed the family car to drive a friend to work. His parents had told him not to drive for a week because he had brought the car home twice with an empty gas tank. Gordon said his friend would have lost his job if he had been

late again for work. Gordon felt he had to help his friend.

- (a) Justify Gordon's point of view, giving reasons.
- (b) Justify Gordon's parents' points of view, giving reasons.
- (c) Decide which point of view you think is correct and why.

ANSWER: (mark on the basis of logic and reasonableness of response)

6. Persons on parole have certain restrictions on their freedom. Identify two of these restrictions.

ANSWER: (any two of the following):

- (a) live in specified place
- (b) report to police
- (c) try to find work
- (d) get approval before buying a vehicle/
borrowing money/marrying/or carrying
firearms

7. Small Claims Court is an example of what kind of law?

ANSWER: (Civil Law)

8. Shoplifting is an example of how people get involved in what kind of law?

ANSWER: (Criminal Law)

9. When judges decide upon a juvenile case, they consider certain other things besides the "facts". Name two things the judge may consider.

ANSWER: ("good home", school record, previous problems with the law)

PART V

Conclusion

Resolving the Issue

TEACHER BACKGROUND

Part V consists of two lessons which will have the students refocusing on and resolving the issue, "How Should We Relate to Our Legal System?"

This section allows the students to review the competing values basic to two alternate positions which may be taken on the issue and to make a decision which is consistent with their enlightened views.

LESSONS 1 and 2

TOPIC

Justice, Citizenship

PURPOSE:

To refocus on the central issue and reinforce the concepts of justice and citizenship.

OBJECTIVES

1. Value

- (a) Demonstrate a willingness to take a personal stand on an issue.
- (b) Identify value positions of various interest groups involved in a social issue.
- (c) Recognize personal values involved in making a decision on a social issue.

2. Knowledge

- (a) Give reasons supporting a particular interest group's position on a legal issue.
- (b) Describe political, legal, decision-making processes.
- (c) Rationally justify personal decisions on controversial issues and strategies for action with reference to principles of justice and democracy.
- (d) Define justice.
- (e) Define citizenship.

3. Skill

- (a) Collect and logically interpret information on problems of public concern.
- (b) Conduct an opinionnaire to gather data on a social issue.
- (c) Logically support a given point of view on an issue.
- (d) Discuss concrete personal experiences in ways that contribute to the resolution of personal dilemmas encountered in social action and then relate these experiences to more general human issues.
- (e) Hypothesize what stand various groups might take on a particular issue.

MATERIALS

- 1. Student data books/files
- 2. Wall Charts
- 3. Newspaper articles

PROCEDURE

- 1. Using the wall charts and data books/files, select all the generalizations made about justice and list them in the data books.
- 2. Make a similar list of general statements or learnings about citizenship.
- 3. As a class, review some of these statements and relate them to the unit activities that led to the statements.

4. Using their lists, students should write two or three paragraphs on the following questions, using examples if they wish. Assign a mark of 5 for each of the three questions answered. This will total a mark of 15 for the three questions.

- (a) What is justice?
- (b) What is "good" citizenship?
- (c) How should a citizen who believes in justice behave in society?

5. Examine the two values:

- (a) social control, and
- (b) personal freedom.

Have students cite examples of conflict between these two values.

You might refer to the poems "The Unknown Citizen" and

"Opposition" (Student Handouts 3-6 and 3-7, pages 116 and 117 respectively).

PART VI

Decision - Making and Action

TEACHER BACKGROUND

1. Lessons 1 and 2 centre around the competencies required to influence decision-making. These competencies are to:
 - (a) Communicate effectively in spoken and written language.
 - (b) Collect and logically interpret information on problems of public concern.
 - (c) Describe political/legal decision-making processes.
 - (d) Rationally justify personal decisions on controversial public issues and strategies for action with reference to principles of justice and democracy.
 - (e) Work co-operatively with others.
 - (f) Discuss concrete personal experiences of self and others in ways that contribute to resolution of personal dilemmas encountered in civic action and then relate these experiences to more general human issues.

2. Decision-making: Curfew

Lesson 3 centres around the issue of curfew. The same process can be used for a different issue if the teacher considers another issue more suitable to a particular class.

Examples:

Arcades

Strapping in Schools

Child Abuse

Hitchhiking

Smoking

Drinking Age

Licensing

3. There are a number of teacher reference sheets included (6-A, 6-B, 6-C, 6-D and 6-E, pages 248 to 257 inclusive). Whether or not they would be used as student handouts and how many would be needed is a decision for the teacher to make.

LESSONS 1 and 2

TOPIC

The Role of Influence in Deciding on a New Law

PURPOSE

To demonstrate the ways in which interest groups influence decision-makers.

OBJECTIVES

1. Value

- (a) Demonstrate acceptance of the idea that despite the fact that people hold different opinions on legal issues, there is common ground for resolving the issue.
- (b) Support a personal meaning of justice and "good" citizenship.
- (c) Demonstrate tolerance and empathy for other points of view.

2. Knowledge

- (a) Understand that citizen representation in settling conflicts is a part of the Canadian heritage.
- (b) Identify democratically acceptable methods of influencing other people to another point of view.
- (c) Rationally justify personal decisions on controversial issues and strategies for action with reference to principles of justice and democracy.

- (d) Demonstrate a knowledge of various democratically acceptable methods of settling disagreements.

MATERIALS

1. Student Handout: 6-1, "Black Island Simulation" (p.242)
2. Pins and paper - 10 cm. x 5 cm.

PROCEDURE

1. Return to Black Island, Lesson 4.
2. Go over, once again, the laws the students drew up for the island.
Tell the students that they are now living on this island and an important decision is to be made.
3. Announce that a new law is under consideration. "All persons between the ages of 13 and 15 will be responsible for all the work necessary on the island."
4. Distribute "Black Island Simulation" and place students into the categories. Have them circle their group on the handout as you assign the roles (or allow them to choose roles).

(a) Lawmakers (2 or 3 students): You are committed to this law. You are over 25 and this law will let you do all the interesting things you never seemed to have time to do.

The remainder of the class to be evenly divided among:

(b) 13-15 year old residents: You are against this law as it means you have to give up all your spare time.

(c) 16 and over residents: You are in favour of this law. Your group started the idea and must convince the lawmakers to try it.

- (d) Parents of teenagers - Group A: You are against this law as you feel your children need time to study and have fun.
- (e) Parents of teenagers - Group B: You are in favour of this law because you think your children should be disciplined through hard work.
- (f) Under 13 years of age: You are against this rule because you do not want to work all the time when you become 13.
- (g) Human Rights Group: You are against this law because it discriminates against one particular group in the society.

5. Have students expand on their roles. Put on chalkboard:

- | | |
|--|----------------|
| (a) Name | (d) Recreation |
| (b) Hobbies | (e) Family |
| (d) Kind of job you want to have or now have | |

Students write this out filling in all their ideas.

- 6. Group students according to their roles; i.e., all lawmakers together, etc.
- 7. Each group writes points supporting their positions.
- 8. Group captains should now present the points to the class. No debate should take place at this time.
- 9. Have each student make a label stating either "I am in favour of the proposed law" or "I am against the proposed law" and pin it on so it is easily read.
- 10. The group now brainstorms for methods they can use to persuade others to agree with them. Remind students of their findings and decisions

on "citizenship", on "empathy" and on "justice". Their methods of persuasion should be consistent with these ideas and be realistic. Give students 10 minutes to write down the method they intend to use for each opposing group. (The teacher should list the groups involved on the chalkboard so students can identify them.)

11. Allow 10-15 minutes for groups (or individuals) to use their powers of persuasion. (Remind students that they must maintain their roles.)
12. Have the lawmakers read the law aloud and call for a vote. Each student (except the lawmakers) has one vote. The bill must pass by 2/3 to become law. Advise students that they may change their position on the law if they so desire. Remind students again to maintain their roles.
13. Take a vote and announce the decision.

DEGRIEFING

Pose the following questions to the students:

1. How many students changed their position? (If none did, then collect arguments on the chalkboard.)
2. What were the arguments that made you change your position? (List these on the chalkboard.)
3. What other arguments were used that did not persuade you? (List on chalkboard.)
4. How do these arguments meet your criteria of citizenship? (i.e., which methods are acceptable to you and why?)
5. How is this similar to ways we are influenced in our daily life?

6. Which of the methods identified are used to influence lawmakers today?
7. What other methods can be used to influence lawmakers?

Examples of answers you might expect:

- picketing
- letters to newspapers
- sit-ins
- voting at election time
- running for election
- lobbying
- exchange of favours
- letters to Members of Parliament, M.L.A.'s, county or municipal representatives

SUMMARY

Laws are open to change. The legal system is not static and laws over long periods of time reflect values held in society. Societies have varying ways of influencing change and in a democratic country like Canada, we accept some ways in preference to others. Even though we do not agree on certain legal issues, there are democratically accepted ways of resolving our conflicts.

Student Handout 6-1

BLACK ISLAND SIMULATIONLAWMAKER

You believe this is a good law. You are over 25 and this law will let you do all the interesting things you never seemed to have time to do. But remember, you are elected by the other people on the island, so you will listen to their opinions.

RESIDENT: 13-15 YEARS OLD

You are against this law as it means you have to give up all your spare time.

RESIDENT: 16 YEARS AND OVER

You are in favour of this law. Your group started the idea and must convince the lawmakers to try it.

PARENTS OF TEENAGERS - GROUP A

You are against this law as you feel your children need time to study and to have fun.

PARENTS OF TEENAGERS - GROUP B

You are in favour of this law because you think your children will get into trouble if their time is not filled with lots of work.

RESIDENT: UNDER 13 YEARS OLD

You are against this law because you do not want to do all the work when you become 13.

HUMAN RIGHTS GROUP

You are against this law because it discriminates against one particular group in the society.

LESSON 3

TOPIC

Decision-Making

PURPOSE

1. To involve students in a decision-making process.
2. To have students consider taking social action on a decision.

OBJECTIVES

1. Value

- (a) Demonstrate acceptance of the idea that despite the fact that people hold different opinions on legal issues, there is common ground for resolving the issue.
- (b) Demonstrate tolerance and empathy for other points of view.
- (c) Examine the conflict between social control/individual freedom with reference to the issue of curfew.

2. Knowledge

- (a) Understand that citizen representation in settling conflicts is a part of the Canadian heritage.
- (b) Identify democratically acceptable methods of influencing other people to another point of view.
- (c) Rationally justify personal decisions on controversial issues and strategies for action with reference to principles of justice and democracy.
- (d) Demonstrate a knowledge of various democratically acceptable methods of settling disagreements.

3. Skill

- (a) Discuss concrete personal experiences in ways that contribute to the resolution of personal dilemmas encountered in social action and then relate these experiences to more general human issues.
- (b) Predict consequences of action.

MATERIALS

- 1. Student Handouts: 6-2, Assignment Sheet (p.247)
1-1, Pre-Post Test, (p. 25-26)
- 2. Newspaper articles on the selected issues, 6-A, 6-B, 6-C and 6-D (pages 248 to 255 inclusive). See teacher background (p.236).
- 3. Opinionnaire, if desired (procedure 4)

PROCEDURE: CURFEW

- 1. Distribute Assignment Sheet to be completed out of class.
- 2. Announce suggestions being made in Alberta that there should be a curfew for young people. This lesson will centre around the following proposed law:

Everyone under the age of 16 must be off the streets
by 10:00 p.m.

- 3. Through class discussion, identify as many interest groups as possible.

Examples:

- parents (remembering to note differing viewpoints)
- children
- social workers
- police
- school authorities
- business groups (large shopping centres, corporations, small community stores)

4. Students could now hypothesize what stand these groups might take toward the curfew law and why. A school and community opinion poll could be taken, speakers could be invited in to discuss the issue and articles gathered on curfew as it exists in other areas.
5. Using the data gathered above, have students individually list points in favour of the proposed law and points against it.
6. Students should now take a personal position on the proposed law and state their reasons for this position.
7. Students could now be asked to change the proposed law to make it acceptable.

Examples:

- throw it out
 - school nights only
 - age 10
 - parents' permission
8. Allow students an opportunity now to write a position paper on the changed law. The question for students is: "What could you do to make your position known?"
 9. Gather their suggestions for possible action (including no action). Students may need to refer to Assignment Sheet for names of people they might wish to contact to have speak to them.
 10. Ask students what problem lies behind the suggestion of a curfew law.
 - (a) Concern about young people "hanging around the neighbourhood" in groups.
 - (b) Apparent increase in vandalism in a community.
 - (c) Protection of young people.

11. Place the students' answers on the chalkboard. Working as a class or in pairs, students should brainstorm a list of alternative answers to the problem, with emphasis on their own community.
 - (a) More recreational opportunities (be specific).
 - (b) Drop-in centres.
 - (c) More homework.
 - (d) More part-time jobs.
12. Using the list drawn up, discuss the possible consequences of each suggestion (positive and negative). Put these on the chalkboard.
13. Working individually, students should choose the alternative they prefer (or none) and write their reasons for making this choice.
14. Discuss with the class the values of individual freedom and social control and how the issue of curfew displays both of these values.
15. Students can now combine:
 - (a) their decision regarding curfew;
 - (b) their decision on an alternative solution to the problem; and
 - (c) their knowledge of social action techniques to become involved in expressing their views if they wish to and if it is important to them.

Allow opportunities for them to carry out their decisions.
16. Completion of Assignment Sheet should receive five marks.
17. 6-E, Evaluation Instrument is worth twenty marks.
18. Give the Pre-Post Test again. This is not to be graded. It can be used to review understandings and to demonstrate to students what they have learned during the course.

ASSIGNMENT SHEET

I, _____, am a citizen
of _____, living in the City of
_____, in the Province of _____
and in the country of _____.

The Mayor of my city/town is _____.

The Premier of my province is _____.

The Prime Minister of my country is _____.

One Cabinet Minister in my country is _____.

One Canadian Member of Parliament from my province is
_____.

One Member of the Legislature from my province is
_____.

Two members of our municipal council are:

(a) _____.

(b) _____.

One judge in my city/town is _____.

Used in Ottawa, Ontario

598

Chap. 64

CHILD WELFARE

Sec. 42 (3)

a child is for the time being licensed, and that duty shall be discharged by the chief of police of the municipality until some other person is appointed. 1965, c. 14, s. 42 (3), *amended*.

Street
trades, girls
under 16
and boys
under 12

43.—(1) No girl under sixteen years of age and no boy under twelve years of age shall engage in or be licensed or permitted to engage in any street trade or occupation.

boys
12 to 16

(2) No boy twelve or more years of age and under sixteen years of age shall engage in any street trade or occupation between the hours of 9 o'clock in the afternoon and 6 o'clock in the morning of the following day.

Boy or girl
under 16
loitering
in public
place at
night

(3) No boy or girl under sixteen years of age shall loiter in any public place between the hours of 10 o'clock in the afternoon and 6 o'clock in the morning of the following day or be in any place of public resort or entertainment during such hours unless accompanied by his or her parent or an adult appointed by the parent to accompany the boy or girl.

Warning

(4) A boy or girl found contravening any provision of this section may be warned by a constable, and, if the warning is not regarded or if, after the warning, the boy or girl is again found contravening any provision of this section, the boy or girl may be taken by the constable to the home of the boy or girl or to a place of safety and dealt with as a child apparently in need of protection.

Offence

(5) A parent who permits his boy or girl to contravene any provision of this section is guilty of an offence and on summary conviction before a judge is liable to a fine of not more than \$25 and, for any subsequent offence, to a fine of not more than \$100. 1965, c. 14, s. 43.

Pre-
sumption
as to age
of child

44. Where a person is charged with an offence under this Part in respect of a child who is alleged to be under a specified age and the child appears to the judge to be under that age, the child shall for the purposes of this Part be deemed to be under that age unless the contrary is proved. 1965, c. 14, s. 44.

Separate
place of
detention

45.—(1) A child who is charged with an offence or brought before a judge under this Part shall not, before his trial or hearing, be confined in a place used for persons charged with crime. 1965, c. 14, s. 45 (1).

Idem

(2) The council of every city, town, village and township shall make provision for the separate detention of every such child prior to his trial or hearing by arrangement with a person or society willing to undertake the responsibility of such detention on such terms as are agreed upon, or by providing suitable premises entirely distinct and separated from the ordinary lock-up or correctional institution. 1965, c. 14, s. 45 (2), *amended*.

Parents face charge under town's curfew

By Bob Shiels

(Herald staff writer)

CLARESHOLM — Parents, not their children, will be charged under a curfew bylaw that the town of Claresholm intends to start enforcing next week.

The bylaw, which stipulates that youngsters under 16 have to be off the streets by 10 p.m., has been on the books for about 15 years. It just hasn't been enforced until now.

Try to combat vandalism

Mayor Ernie Patterson said Thursday the town decided to start enforcing the regulation to try to combat vandalism, particularly in the downtown area.

Fires have been set in garbage containers, and windows have been broken. There were 49 cases of breaking and entering in Claresholm last year and nine so far this year.

No one has been charged under the curfew bylaw so far. So it wouldn't come as a surprise, the town decided to advertise its intention to enforce the bylaw for two weeks, starting Monday.

Youths said responsible

It is believed youngsters in the 13 to 15-year age range have been responsible for most of the vandalism. But Patterson said he has seen children eight and nine years old in the downtown district at 2 and 3 a.m. "That's getting a little ridiculous," he said.

Parents will be charged under the bylaw because trying to accomplish

anything through the juvenile courts "is hopeless," he said.

Patterson maintains the courts often are too lenient. Cases may be remanded for months. Meanwhile, the accused goes out and commits other offences.

"I have lost faith in the provincial court system," Patterson declared. "Provincial judges are out of touch with the actual situation."

Wants quick processing

Patterson said defence lawyers also have a responsibility to try to get cases processed quickly instead of having them remanded and postponed.

Four of seven members of the RCMP detachment in Claresholm are assigned to patrol the town. Patterson said they are doing a reasonable job, but are frustrated when "nothing happens in court."

The problem seems to be concentrated in the downtown area, Patterson said. Numerous complains have been received from businessmen.

Judge determines penalty

The penalty assessed against the parents, the mayor said, will be determined by the judge hearing the case. The parents also can expect to find their names printed in the local paper.

Patterson said the effectiveness of the curfew won't be known until next week. The town council gave two weeks' notice rather than "just pulling it out of the bag."

EXCERPT

BEING A BY-LAW OF THE CITY OF CALGARY
TO REPEAL CERTAIN OBSOLETE AND EFFETE BY-LAWS

.

WHEREAS certain by-laws of The City of Calgary which have become obsolete, inapplicable to the circumstances and situations to refer, superceded by other controlling provincial or municipal legislation or otherwise effete have ceased to be required by the City but have not been repealed;

AND WHEREAS it has been recommended to the Council of The City of Calgary by the Commissioners' Report dated March 29, 1961 that these effete by-laws should be repealed and Council has concurred in such recommendation and it is expedient to repeal such by-laws;

NOW THEREFORE, THE COUNCIL OF THE CITY OF CALGARY ENACTS
 AS FOLLOWS:

1. This By-law may be cited as "The Effete By-laws Repeal By-law."

.
 .
 .

By-laws Respecting Children

4. The following by-laws respecting children are hereby repealed:

- (a) By-law Number 1498, A By-law of The City of Calgary to License and Control Children Engaged as Bootblacks, Vendors or Distributors of Newspapers and Express or Dispatch Messages in the City of Calgary;
- (b) By-law Number 2039, a By-law respecting the supervision and management of children in Children's Shelter of the City of Calgary; and

(c) By-law Number 2086, A By-law of The City of Calgary to
institute curfew regulations in the City of Calgary.

.
.
.

All Amendments Repealed

15. Each and every by-law amending any of the by-laws repealed by
sections 2 to 14 inclusive of this By-law are hereby repealed
in the same manner and to the same effect as though each such
amending by-law were named herein and specifically repealed
hereby.

DONE AND PASSED IN COUNCIL THIS DAY OF A.D. 1961

"H. HAYS"

Mayor

"C. CUMMER"

City Clerk

.
.
.
.
.

EXCERPT

COMMISSIONERS' REPORT

March 29, 1961

C2, Re: Repeal of Effete Bylaws

Attached is a report from the Legal Department listing a number of bylaws which are now obsolete and should be repealed.

This list has been reviewed by the Commissioners and the City Solicitor, and department heads affected have all indicated that, in their opinion, these bylaws are now obsolete.

In consequence, we would recommend that the Solicitor be instructed to prepare the necessary repealing bylaw for presentation to Council.

Attachment C2

Board of City Commissioners

March 8, 1961

Dear Sir:

Re: Effete By-laws Recommended for Repeal

There are a large number of City by-laws which are now ineffective or invalid by reason of having been superseded by Provincial Legislation which conflicts with them or which covers the same matter or by reason of changes in forty years which have elapsed since the by-laws were passed. Since a by-law does not lose its validity from the lapse of time alone, it is desirable that these by-laws should be subsequently repealed rather than at some later date we should be faced with the necessity of establishing that by-laws were overridden by subsequent legislation or had ceased to

be reasonably applicable to the circumstances then existing. We discussed the repeal of some of these by-laws dealing with matters directly under the control of Commissioner Forbes with him and he advised that it would be desirable to obtain specific recommendations for the repeal of these by-laws from the Heads of the Departments concerned with the subject matter of the by-laws.

Accordingly, we forward herewith a list of the by-laws which we consider should now be repealed. We have divided the list into columns indicating first, the number of the by-law, second, the name or subject matter of the by-law, third the reason for repeal and fourth, any references to letters recommending the repeal. There are twenty-two of these by-laws which are due for repeal and we have divided the list under the general headings most applicable to them.

By-law No.	Name or Subject Matter of By-law	Reason for Repeal	Letter Recommending Repeal
<u>Children</u>			
1498	Children Engaged as Bootblacks etc.	Covered by License By-law sec. 79 and Alta Reg. 70/58	Chief of Police, February 15, 1961; Superintendent Feb. 16, 1961
2039	Children in Children's Shelter	Out-of-date; superseded by Provincial legislation	Children's Aid Superintendent Feb. 16, 1961. Chief of Police
2086	Curfew By-law for Children	Not enforced since 1921	Children's Aid Superintendent Feb. 16, 1961; Chief of Police Nov. 24, 1960

Calgary	2086 Repealed	15 and under	10:00 p.m. to daylight	1921	1961
Camrose	1035	Jr- 12 and under Sr- 16 and under	10:00 p.m. to 5:30 a.m. 11:30 p.m. to 5:30 a.m.	1972	-
Drumheller	27-75	15 and under	10:00 p.m.	1975	-
Edmonton	-	-	-	-	-
Grande Prairie	Repealed	-	-	-	Yes
Lethbridge	1225	14 and under	9:15 p.m. to sunrise the following day	1947	-
Lloydminster	419	16 and under	10:00 p.m. to daylight the following day	1944	-
North Battleford	-	-	-	-	-
Red Deer	1894/A-76	under 13	10:00 p.m.	Amended 1976	-
Toronto	-	-	-	-	-
Vancouver	1571	16 and under	9:00 p.m. to 6:00 a.m.	1923	-
Wetaskiwin	192	16 and under	10:00 p.m.	1944	-
<u>Town</u>					
Athabasca	272	12 to 15 12 and under	10:00 p.m. 9:00 p.m.	1956	-
Barrhead	11-66	under 16	9:00 p.m. Nov to Apr 10:00 p.m. May to Oct	1966	-
Beaverlodge	514	under 16	9:30 p.m.	1950	-
Berwyn	-	under 16	10:30 p.m.	Amended 1975	-

Town	By-Law Number .	Age of Child (Years)	Time in Effect	Year By-Law Passed	Repealed
Fort McMurray	477	under 16	9:00 p.m. Sept to June 10:00 p.m. July to Aug	1970	-
Fort Saskatchewan	1353	Only specified as child	9:30 p.m.	1963	-
Lac La Biche	455/67	under 15	10:00 p.m. to 6:00 a.m.	1967	-
Leduc	633	Male under 17 Female under 16	10:00 p.m.	1959	-
Olds	-	-	-	-	-
Peace River	315	under 15	9:00 p.m.	1945	-
Ponoka	yes	-	-	-	-
Redwater	-	-	-	-	-
Slave Lake	109	16 and under	9:00 a.m. Sept to June 10:00 p.m. July to Aug	1967	-
Spruce Grove	197	under 16	10:30 p.m.	1971	-
St. Albert	3-1952	under 16	9:00 a.m. to 7:00 a.m.	1952	-
Sylvan Lake	631	under 16	10:00 p.m.	1973	-
Whitecourt	398	under 16	10:00 p.m.	1973	-

EVALUATION

1. Identify three (3) democratically acceptable ways of influencing political decision-making.

(a) _____

(b) _____

(c) _____

2. Some people are in favour of a curfew law. Two reasons they give are:

(a) _____

(b) _____

3. Other people are against a curfew law. Two reasons they give are:

(a) _____

(b) _____

4. If a group valued law and order, do you think they would be in favour of a curfew law or against it?

Explain. _____

5. If a group valued civil rights over other values, do you think they would be in favour of a curfew law or against it? Why? _____

6. Name the Mayor of the city. _____.
7. Name the Premier of Alberta. _____.
8. Name the Prime Minister of Canada. _____.
9. Name one Member of Parliament from Alberta.
_____.

EVALUATION

1. Identify three (3) democratically acceptable ways of influencing political decision-making.

Answer: (3 from such as:)

- (a) picketing
- (b) letters to _____
- (c) sit-ins
- (d) voting
- (e) running for office
- (f) lobbying
- (g) exchange of favours

2. Some people are in favour of a curfew law. Two reasons they give are:

Answer: (less juvenile delinquency, protect young people, help parents keep them home, etc.)

3. Other people are against a curfew law. Two reasons they give are:

Answer: (difficult to enforce, discriminates against one group, etc.)

4. If a group valued law and order, do you think they would be in favour of a curfew law or against it? Explain.

Answer: (in favour because it would promote law and order)

5. If a group valued civil rights over other values, do you think they would be in favour of a curfew law or against it? Why?

Answer: (against it because it is discrimination against one particular group)

6. Name the Mayor of the city.

Answer: (varies according to city)

7. Name the Premier of Alberta.

Answer: (depending on year)

8. Name the Prime Minister of Canada.

Answer: (depending on year)

9. Name one Member of Parliament from Alberta.

Answer: (varying)

LESSON 4

TOPIC

Course Evaluation

PURPOSE

1. To review the teachings in the unit.
2. To enable students to evaluate the course and thus contribute to changes.

MATERIALS

Student Handout: 6-3, "Course Evaluation" (p.261)

PROCEDURE

1. Conclude unit by reviewing the issue "How Should We Relate To Our Legal System?". You might use the following steps:
 - (a) Write major issue on the chalkboard.
 - (b) Review the research questions raised throughout the unit.
 - (c) Go through the Wall Chart of Generalizations - Things We Have Learned and review these.
 - (d) Review any action taken on the curfew (or other selected issue) and discuss:
 - (i) students' feelings about action taken on this issue,
 - (ii) community reactions, and
 - (iii) students' feelings about taking action in general.
2. (a) Have students complete the "Course Evaluation". Explain that the purpose of this is to make changes in the course and adjust teaching/learning strategies according to their evaluation.
(b) You may wish to tabulate all the results on one sheet and share them with the class.

COURSE EVALUATION

TITLE OF UNIT: _____

Checklist

Name: _____

Date: _____

1. If I had to describe this course, I would use the words: (Check no more than two from this list.)

_____ easy	_____ my favourite subject
_____ confusing	_____ important to me
_____ hard	_____ related to problems today
_____ makes me think	_____ interesting
_____ fun	_____ other (What is it? _____)
_____ not very important	_____
_____ boring	

2. During the last six weeks in this class, I spent most of my time: (Check three answers.)

_____ listening to what was being said
_____ bored
_____ interested
_____ asking questions
_____ answering the teacher's questions
_____ learning a lot of things I never knew before
_____ confused
_____ wishing we could go slower
_____ wishing we could go faster
_____ wanting more information
_____ taking part
_____ other (What is it? _____)

3. During the last six weeks in this course, my class spent a lot of time: (Check three answers.)

☐ reading
☐ writing answers to questions
☐ having whole class discussions
☐ listening to the teacher
☐ answering the teacher's questions
☐ working in small groups
☐ taking notes
☐ doing role-play, debates
☐ doing projects
☐ other (What is it? _____)

4. I learned the most in this course when I: (Check three answers.)

☐ read books
☐ listened to the ideas of other students in my class
☐ talked about my ideas with a small group
☐ listened to the teacher
☐ gave my own opinions
☐ asked questions
☐ did the written exercises
☐ answered questions
☐ discussed with the whole class
☐ did small group projects
☐ other (What is it? _____)

5. What I liked best about this course was: _____

6. What I liked least about this course was: _____

7. During class I found it hard to: (Check as many as you wish.)

- ☐ understand what I read in some of the books
- ☐ take part in class discussions
- ☐ work well in small groups
- ☐ explain to the teacher what I was confused about
- ☐ ask questions
- ☐ take part in role-play, debates
- ☐ express my own opinion
- ☐ remember what I had read in the books
- ☐ learn the names of people and places studied
- ☐ read diagrams and charts
- ☐ use outside source materials
- ☐ other (What is it? _____)

8. To do well in this class I had to: (Check as many as you wish.)

- ☐ memorize all the facts in the books
- ☐ read well
- ☐ ask questions
- ☐ take part in discussions
- ☐ remember everything the teacher said
- ☐ agree with the teacher
- ☐ have my own opinion
- ☐ write well
- ☐ do extra projects
- ☐ try to be as quiet as possible
- ☐ bring in extra information
- ☐ answer a lot of the teacher's questions
- ☐ use evidence to support my position
- ☐ listen to and remember what others think
- ☐ other (What is it? _____)

9. In this class, my classmates and I asked: (Check one answer.)

- ☐ many questions
☐ a few questions
☐ hardly any questions

10. In this course, we worked in small groups: (Check one answer.)

- ☐ often
☐ sometimes
☐ never

11. In this course, I preferred to work: (Check one answer.)

- ☐ by myself
☐ in a small group
☐ with on big group (with the whole class)

12. The most important thing I have learned in this course is: _____

13. If I could change anything about this course, I would do the following:

G. BIBLIOGRAPHY

PRIMARY RESOURCES

Beck, Clive, Ethics, McGraw-Hill Ryerson Ltd., Toronto, 1972

Galbraith, Ronald E. and Thomas M. Jones, Moral Reasoning - A Teaching Handbook for Adapting Kohlberg to the Classroom, Greenhaven Press Inc., 1611 Polk St. N.E., Minneapolis, Minn. 55413, 1976. ISEN 0-912616-22-9

Gerlach, R. A., and Lamprecht, L. W., Teaching About the Law, The W. H. Anderson Co., Cincinnati, 1975 (Available from Social Studies School Services)

McPhail, Peter, Lifeline, Argus Communications, Niles, Illinois, 1975. A kit of materials developed for Junior High morals education out of Oxford University. Approximately fifty dollars.

PRIMARY RESOURCES FOR DIRECT USE BY STUDENTS

McGrath, W. T. Youth and the Law, Gage Educational Publishing Ltd., Toronto, 1976

Youth and the Law, B.C. Civil Liberties Association, Public Schools Legal Education Project, Legal Services Commission, 1976 (under 50¢ per copy)

SECONDARY RESOURCES FOR TEACHERS AND STUDENTS

Darrach, Jim, Fingerprinting, The Book Society of Canada Ltd., Agincourt, 1977

Fitzgerald, Patrick, This Law of Ours, Prentice-Hall of Canada Ltd., Scarborough, 1977

This Law of Ours - Study Guide

Flynn, W., A Handbook of Canadian Legal Terminology, New Press, Don Mills, 1976

Jarmer, F. E., In Pursuit of Justice: Issues in Canadian Law, Wiley Publishers of Canada Limited, Toronto, 1976

Kelly, William and Nora, Policing in Canada, Macmillan of Canada, Toronto, 1976

Laws for Albertans (rev. 1977) Alberta Women's Bureau,
1402 Centennial Building, 10015 - 103 Avenue,
Edmonton, Alberta T5J 0H1 (free)

Napin, Andres Nigel, This is the Law? Doubleday Canada Ltd.,
Toronto, 1976

Reader's Digest and the Canadian Automobile Association,
You and the Law, The Reader's Digest Assoc. (Canada)
Ltd., Montreal, 1975

Spetz, Steven N., Take Notice: An Introduction to Canadian
Law, Pitman Publishing, Toronto, 1977

Teti, F., The Arena of Values Freedom and Equality, A
Concept Study, Macmillan Publishing Co. Inc., New York, 1975

BIBLIOGRAPHY

Audio-Visual

1. Why Do We Have Laws, Cinemedia \$60.00

4 Filmstrips and Audio Tapes

- (1) What are Laws?
- (2) Too Many Laws...Or Too Few
- (3) How Do We Make Laws?
- (4) How Does the Law Work?

Canadian content.

2. Values in a Democracy, Guidance Associates, 1976 \$30.00

Legal Issues: What's Right?

Open-ended stories

- (1) Driving a car
- (2) Shoplifting

Based on L. Kohlberg's theories

Edwin Fenton project

2 filmstrips, 1 audio tape

Teacher's manual

Ditto sheets

CALGARY POLICE SERVICESUBJECT:

Adult Bicycle Safety

Driver Education Series

TITLE:

The Bicycle Driver

The Responsible Driver

Who's to Blame

The Car Ahead

The Car Behind

The Crossroads Crash

The Mystery Crash

The Head On Crash

Passing and Being Passed

SUBJECT:TITLE:

Driving and Drugs

As per subject

Driving and Drinking

As per subject

Responsibility of New Licence

Your Permit to Drive

Motorcycle Riding

Motorcycle Driving Tactics

Seat Belts

Unrestricted Flying Objects

Self Protection

Vulnerable to Attack

Lady Beware

Senior Power

Neighbourhood Groups

Neighbourhood Watch

Nowhere to Run (Block Parent)

Trouble with Strangers

Highway to Die

Shoplifting

"So I Took It"

Shoplifting - The Losing Game

Drugs

Drugs and Driving

Vandalism

Clubhouse

FILMS AVAILABLE FROM THE
CITY OF EDMONTON POLICE DEPARTMENT

COMMUNITY RELATIONS SECTION

Bicycle Rules of the Road

One Got Fat

Ride On

Signal 30

Shocker dealing with the physical and property destruction of vehicle accidents.

The Third Killer

Emphasizes motor vehicle accidents as the major cause of death.

The David Hall Story

The story of the victim of a motor vehicle accident and what a motor vehicle accident can do to you.

"I" in Pain

Dealing with the physical abuse of the driver or passenger caused by the impact of a car with another object.

Emergencies in the Making

Empathy in Police Work

General Occurrence - A Day in
the Life of a Policeman

CRIME PREVENTION DEPARTMENT

Invitation to Burglary

Raymond Burr tells homeowners and tenants what they need to know about burglary and prevention. He demonstrates security devices and gives valuable advice on making the home more secure.

An Ounce of Prevention

Glen Ford takes the audience on a step-by-step inspection of the residence on a security basis. Demonstrates simple and inexpensive modifications to protect the property.

The Door Was Locked

An American film depicting the ease with which the home can be unlawfully entered and the consequences thereof.

Rip Off

Henry Fonda shows businessmen exactly how to reduce their chances of losing money, merchandise and even their businesses.

The Plastic Criminal

Chuck Connors vividly portrays the credit card fraud problem and shows what can be done to stop it by the card holder, the merchant and law enforcement.

A Bicycle Built for You

Robert Stack explains about bike riding - how to do it safely and enjoyably and how to keep a bike. Good security and careful riding go hand in hand.

Lady Beware

Film dealing with self-protection and burglary protection.

Caught

Deals with the serious problem of shoplifting.

Target for Terror

Factual aspects of a home security check.

Child Molester

FILMS AVAILABLE FROM THE NATIONAL FILM BOARD

Cell 16	The effects of gaol on an individual.
Little White Crimes	Business ethics.
The Purse	Taking what is not ours.
The Seventh Step to Freedom	Keeping people out of prison after release.
Station 10	Day-to-day life of a Montreal policeman.
Assignment Northwest	Kinds of police work in the north and the northern patrol - R.C.M.P.
North of 60 East	Day-to-day routine of the northern police - R.C.M.P.
Police Service Dogs	Use of dogs in law enforcement.
Squarejohns	The parole period.
To Track a Shadow	An actual police case of hunting a killer.
Two Years More	Modern federal penal institutions - the rehabilitation aspect.

NEWSLETTERS AND DATA PUBLICATIONS

Calgary Legal Guidance, The Legal Review, 206 - 223-12 Avenue, S.W.,
Calgary (free)

CLIC's Legal Materials Letter, 130 Alberta Street, Suite 508,
Ottawa, Ontario. K1P 5G4 - \$10.00/one year subscription

Just in Time, Department of Law, Carleton University, Ottawa, Ontario.
K1S 5B6, Student Newspaper, \$5.00 (one year; i.e., 10
copies every 2 months for 5 months)

Legal Resource Centre, Resource News, Faculty of Extension, University
of Alberta, monthly newsletter

Legal Resource Centre, Audio-visual Resources: Law and Law-related,
Faculty of Extension, University of Alberta, Edmonton,
1977 (\$3.00)

TEACHING UNIT EVALUATION
BY TEACHERS

The attached evaluation questionnaires will help assess the worth of the teaching units in achieving the goals of Alberta social studies education and to provide data that will be useful in assessing the 1978 Alberta Social Studies Curriculum over a two-year period.

Teachers are requested to send the completed questionnaire to the Social Studies Consultants at the Regional Office of Alberta Education in their area.

Regional Offices are located at:

Grande Prairie Regional Office
Alberta Education
10014 - 99 Street
GRANDE PRAIRIE, Alberta
T8V 3N4

Edmonton Regional Office
Alberta Education
10053 - 111 Street
EDMONTON, Alberta
T5K 2H8

Calgary Regional Office
Alberta Education
615 MacLeod Trail, S.E.
CALGARY, Alberta
T2G 4T8

Red Deer Regional Office
Alberta Education
4th Floor
Royal Trust Building
4814 Ross Street
RED DEER, Alberta
T4N 1X4

Lethbridge Regional Office
Alberta Education
Provincial Building
200 - 5 Avenue, South
LETHBRIDGE, Alberta
T1J 4C7

TEACHING UNIT EVALUATION

BY TEACHERS

Part I: Identification Data

Title of Teaching Unit _____

Date of Evaluation _____

Number of Times Unit Was Taught _____

School Size _____

Years of Teaching Experience _____

Part II: Overall Evaluation of the Teaching Unit

A. Format, Process

For items 1-13, please rate the unit in terms of the following aspects, by circling the appropriate number at the right.

(Excellent) 1 2 3 4 5 (Poor)

- | | |
|---|-----------|
| 1. Appropriateness of teaching unit to level and ability of students. | 1 2 3 4 5 |
| 2. Clarity of directions and procedures. | 1 2 3 4 5 |
| 3. Adequacy of the treatment of subject matter. | 1 2 3 4 5 |
| 4. Production quality of prescribed resources. | 1 2 3 4 5 |
| 5. Integration of prescribed resources with print materials. | 1 2 3 4 5 |
| 6. Production quality of teaching unit. | 1 2 3 4 5 |
| 7. Appropriateness of length of the unit. | 1 2 3 4 5 |
| 8. Appropriateness of general format of the unit (layout). | 1 2 3 4 5 |

- | | |
|--|-----------|
| 9. Opportunities for evaluation of students' progress in the unit. | 1 2 3 4 5 |
| 10. Variety of teaching/learning activities. | 1 2 3 4 5 |
| 11. Degree to which the unit captured the interest of students. | 1 2 3 4 5 |
| 12. Clarity and suitability of objectives. | 1 2 3 4 5 |
| 13. Overall evaluation of unit (materials, format and process). | 1 2 3 4 5 |

B. Relationship to Curriculum

Please state your view of the points in items 14-25 by circling the appropriate number on the right.

- | | | |
|---|---------------|--------------------------|
| | (very little) | 1 2 3 4 5 (a great deal) |
| 14. Extent to which the unit involved students in making decisions. | | 1 2 3 4 5 |
| 15. Degree to which a "balance of viewpoints" was presented in the unit. | | 1 2 3 4 5 |
| 16. Extent to which the unit helped students to see the role that values play in making decisions. | | 1 2 3 4 5 |
| 17. Extent to which students increased their sensitivity to their own value positions. | | 1 2 3 4 5 |
| 18. Extent to which the unit helped to clarify the Alberta Social Studies Curriculum to you as a teacher. | | 1 2 3 4 5 |
| 19. Extent to which the unit has helped to develop inquiry and participation skills in students. | | 1 2 3 4 5 |
| 20. Extent to which the unit made you as a teacher more aware of ways to teach using an issue-centred approach. | | 1 2 3 4 5 |

- | | |
|--|-----------|
| 21. Extent to which the unit could act as a model for you to use in developing your courses in future. | 1 2 3 4 5 |
| 22. Extent to which the unit served as an exemplary treatment of the topic in the curriculum. | 1 2 3 4 5 |
| 23. Extent to which students became involved in action on decisions. | 1 2 3 4 5 |
| 24. Extent to which the unit "process of inquiry" (awareness, focus on issue, research, decision, action) provided for a meaningful examination of a social issue. | 1 2 3 4 5 |
| 25. Extent to which your view towards an inquiry approach has been made more positive (through using this unit). | 1 2 3 4 5 |

C. Written Comments

Please use this section to comment in detail on any points raised in the survey. We would be especially interested in knowing if the unit enabled you to teach the Alberta Social Studies Curriculum more effectively.

STUDENT EVALUATION OF
TEACHING UNIT

A. Instructions: For each of the following, circle the response which best represents your view.

Example:

My view of football (dislike it 1 2 3 4 5 (like it
is that I: very much) very much)

If you liked it very much, you would circle 5.

If you disliked it very much, you would circle 1.

If you disliked it somewhat more than you liked it,
you would circle 2.

1. I would say that (hard) 1 2 3 4 5 (easy)
this unit was:
2. This unit was: (very boring) 1 2 3 4 5 (very interesting)
3. This unit: (did not make me 1 2 3 4 5 (made me
think) think a lot)
4. This unit was: (too short) 1 2 3 4 5 (too long)
5. In this unit (not enough 1 2 3 4 5 (too much
there was: discussion) discussion)
6. In this unit (not enough 1 2 3 4 5 (too much
there was: reading) reading)
7. In this unit (not enough 1 2 3 4 5 (too much
there was: group work) group work)
8. In this unit (not enough 1 2 3 4 5 (too many
I had: decisions) decisions)
9. In this unit (very little) 1 2 3 4 5 (a great deal)
I learned:

11. The written materials on this unit were: (poor) 1 2 3 4 5 (excellent)
12. We went through this unit: (too slowly) 1 2 3 4 5 (too quickly)
13. This unit had: (no variety) 1 2 3 4 5 (much variety)
14. This unit made me: (want to forget the topic) 1 2 3 4 5 (want to learn much more about it)
15. Looking back, I would say that I: (did not enjoy unit at all) 1 2 3 4 5 (enjoyed it a great deal)

B. Please write your views on the following three items in the space provided.

1. What I liked most about this unit was:

2. What I liked least about this unit was:

3. The changes I would make in this unit are:

DATE DUE SLIP

JAN 27 RETURN	DUE EDUC MAR 20 '85
DUE EDUC FEB 6 '84	MAR 13 '85
JAN 31 RETURN	MAR 08 RETURN
DUE EDUC FEB 8 '84	APR 1 '85
FEB 5 RETURN	DUE EDUC MAR 18 '85
DUE EDUC FEB 15 '84	MAY 07 RETURN
FEB 15 RETURN	DUE EDUC DEC 19 '85
DUE EDUC FEB 24 '84	JAN 17 RETURN
FEB 20 RETURN	DUE EDUC FEB 02 '86
DUE EDUC MAR 8 '84	JAN 30 RETURN
MAR 2 RETURN	DUE EDUC MAR 06 '86
DUE EDUC MAR 13 '84	MAR 01 RETURN
OCT 09 RETURN	DUE EDUC NOV 06 '86
DUE EDUC FEB 20 '85	NOV 06 RETURN
FEB 19 RETURN	DUE EDUC OCT 23 '87
	OCT 18 RETURN

JAN 20 1984

LB 1584-5 C2 S67 1979 GR-07-09
GR-8 TOP-B
SOCIAL STUDIES TEACHING UNIT
PROJECT GR 07-09 /
39583307 CURR



000021970348

LB 1584.5 C2 S67 1979 gr.07-09
gr.8 top.B
Social studies teaching unit
project :
39583307 CURR

